UGANDA MANAGEMENT INSTITUTE

ORGANISATIONAL FACTORS INFLUENCING STRIKES IN INSTITUTIONS OF HIGHER LEARNING IN UGANDA: A CASE OF KYAMBOGO UNIVERSITY.

BY:

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A DISSERTATION SUMBITTED TO THE SCHOOL OF MANAGEMENT SCIENCE IN PARTIAL FULFILMENT OF THE REQUIREMANTS FOR THE AWARD OF THE MASTERS' DEGREE IN INSTITUTIONAL MANAGEMENT AND LEADERSHIP OF UGANDA MANAGEMENT INSTITUTE.

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DECLARATION

I, Leonard Ojok, registration Number 13/MIML/3/026 ,do hereby declare that this dissertation titled ``**ORGANIZATIONAL FACTORS INFLUENCING STRIKES IN INSTITUTIONS OF HIGHER LEARNING IN UGANDA A CASE OF KYAMBOGO UNIVERSITY".** is my original work and has never been presented to any other University or Institution of learning for any academic award.

Sign……

Date……..

APPROVAL

This study was conducted with our supervision and the dissertation report was submitted for examination with our approval.

Sign…….

DR. GERALD KAGAMBIRWE KARYIJA

Supervisor

Date…….

Sign…….

DR. REV.FR. DAN ORYEMA

Supervisor

Date…….

DEDICATION

To my beloved parents, it was their zeal that made them send and maintain me in school amidst hardships, and their interest in education is what inspired me to enroll for further Education.

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LIST OF ACRONYMNS

CVI	:	Content Validity Indix
GDP	:	Gross Domestic Product
ITEK	:	Institute Of Teacher Education Kyambogo
SPSS	:	Statistical Package for the Social Sciences
UNISE	:	Uganda National Institute of special needs Education
UPK	:	Uganda Polytechnic Kyambogo
NUT	:	Nigerian Union of Teachers
CUPE	:	Canadian Union of Public Employees

ABSTRACT

This study focused on investigating organizational factors leading to strikes in institutions of higher learning in Uganda, using a case of Kyambogo University. The study was undertaken to check if the strategies put in place such as provision of university facilities, University management styles and quality of lecturers' services contribute to strikes at Kyambogo University. The study was guided by the following research objectives which were:- To explore the relationship between provision of university facilities and strikes in Kyambogo University, to establish the relationship between University management styles and strikes in Kyambogo University, to examine the relationship between quality of lecturers' services and strikes in Kyambogo University. The study design used was cross-sectional survey to collect data from administrative staffs and deans and 120 teaching staff (lecturers), 22 University council members and 15 student guild leaders. The study adopted both qualitative and quantitative approaches. The researcher designed questionnaires and interview guide that were used in data collection. The key findings indicated that there is a significant impact between the quality of lecturers' services and persistent strikes in Kyambogo University. There is a significant relationship between university facilities and strikes in Kyambogo University. It was established that there is a significant impact between university management styles and persistent strikes in Kyambogo University.

The study recommends that management of Kyambogo University should focus on paying Lecturers in time with a fair remuneration disseminated to them in respect to their services ,management of Kyambogo University should work on having enough furniture, computers, science laboratory, workshop, computer laboratory, internet services for all the students and University management should uphold the good transport services to and from the university and the fairly good security and security measures at the university.

CHAPTER ONE

INTRODUCTION

1.1 Introduction

Globally, strikes in institutions of higher learning are not a new problem. It occurs between two or more individuals as interpersonal violence, or it involves identifiable groups in the society and erupts as intergroup violence between two or more different religions or ethnic groups (Kolic, 2006, Teferra & Altbach 2003, Castro & Levy 2000).

This study investigated the organizational factors leading to strikes in institutions of higher learning in Uganda, using a case of Kyambogo University. This chapter presents the back ground to the study, statement of the problem, purpose of the study, objectives, research questions, hypotheses, conceptual frame work, significance, justification, scope of the study and operational definitions of terms.

1.2 Background of the study

The background of the study was presented in four themes including historical, theoretical, conceptual, and contextual background.

1.2.1. Historical Background

For centuries, violence has been a common place feature of school life with its causes embedded in the social, cultural, historical and economic contexts of its time (Leach, 2003). The focus of violence can be individuals, objects or the school itself, and the nature of the damage can be psychological, physical or material. (Asaolu 2010, Asuquo 2010, Kazeem & Ige 2010) Since the middle of the 20th century, violence against students has increasingly been viewed as a violation of their fundamental human rights, in particular of their right to physical safety and psychological security and well-being (Rukundo, 2009).

Kyambogo University was suddenly established by the Universities and Other Tertiary Institutions Act (2003) by merging three institutions: Uganda Polytechnic Kyambogo (UPK), Uganda National Institute of Special Education (UNISE) and Institute of Teacher Education Kyambogo (ITEK).

The institution also has a history of students and members of academic and administrative staff rejecting its leadership. The management of the University has also been characterized by demands being made by students, faculty and administrative staff using strikes which have in some instances resulted into destruction of property and closure of the University. Over the years there have been various strikes, including the following;

i) January 2006, Bachelor of Technology students went on strike protesting the administration's refusal to convert the programme to Engineering.

ii) July 2006, academic staff went on strike demanding that the Vice Chancellor, Prof Lutalo Bbosa, and top management resign for allegedly misleading the University Council with regard to fresh appointments. They also protested an order of the High Court which required them to return their appointment letters.

iii) October 2006, academic staff went on strike, the second one that year, over the integration of the three mother institutions into one structure without compromising standards set by the National Council of Higher Education (NCHE), and alleged irregular appointment of staff by the then Vice Chancellor Professor Lutalo Bossa.

iv) In 2007, there was a staff strike caused by failure of government to fund the university and enable it to rationalize and fully pay lecturers' salaries and allowances.

v) In February 2008, there was another staff strike caused by government action of cutting back the university's funding proposed to cater for staff allowances and salaries.

vi) In march 2008, students stayed a violent strike due to prolonged strike of the staff demanding resumption of lectures, unfortunately, this only led to a two months closure of the university.

vii) March 2011, students went on strike over management's neglect of consistent complaints about poor hygiene, late release of the semester results, absence of furniture in lecture rooms and lecturers' failure to turn up and teach, as well as poor meals.

viii) April 2011, students went on strike over a change in the fees structure and what they referred to as "bad administration".

ix) December 2011, students went on strike over allegations that the Guild president caused loss of guild funds amounting to UGX 110 million.

x) March 2012, students went on strike to protest delay in the release of their results and being served breakfast without bread, as well as delay in release of students' allowances and university property was destroyed.

xi) March 2012, students went on strike, a few days after the previous one, over the administration's demand that student who still owed tuition fees be prevented from attending lectures.

xii) October 2012, members of academic and support staff went on strike to demand that the Vice Chancellor, Prof Omolo Ndiege step aside to enable investigations to be carried out on allegations that he mismanaged the university.

xiii) April 2013, students went on strike protesting being blacklisted by the University administration for failure to pay tuition fees for the previous academic year;

xiv) October 2013, a section of lecturers went on strike protesting a decision of the High Court that the VC, Professor Isaiah Omolo Ndiege, who had been ousted by the University Council do return to the University and resume his office.

xv) November 2013, students went on strike to demand resumption of teaching by the lecturers who continued with their strike protesting against the resumption of office by the Vice Chancellor. Prior to, contemporaneous with and after the consideration of the 2012 petition of members of staff of KyU to Parliament, the IGG received a multitude of complaints in respect of alleged mismanagement and corruption at KyU. The complaints were categorised as follows:

xvi) From August 3rd to 15th 2015 non support staff of all public universities Kyambogo University inclusive went on a sit down strike protesting government's decision to enhance the pay of the teaching staff only and this parallelized business in all the public institutions including the start of the academic year.

xvii) Students on 5th October, 2015 went on strike protesting poor sanitation, lack of seats in their lecture halls and delayed realize of their examination results.

In addition, there has been recognition that either schools can help to prevent violence against children or that they create an environment that re-enforces violent attitudes.(Edinyang S.D.Ph & Uli, I.E.June 2013, Asaolu 2010, Kazeem & Ige 2010, York University 1996, Isangedighi 2007).

Generally, many students operate their homes irrespective of their cultures or countries of origin.Homes provide an environment that shapes their behavior in one way or another. For instance, a 1994 national cross sectional survey in sub urban, urban and rural schools in the United States of America found that two major factors were held responsible for school violence, disintegration of the family and increased depiction of violence in the media and popular music.

Other factors included; alcohol and drug abuse, and easy access to weapons, such as guns, poverty and inequitable educational opportunities also predispose school youths to violence (Ohsako, 2007). In addition, Eliot & Cornell (2009) tested a model for understanding peer bullying as the product of aggressive attitude and insecure attachment.

In all, strikes resulted in many dire consequences on students' social and academic endenour. For instance, Ohsako (2007) discovered during his work on truancy that approximately 19 percent of truants had started to miss school because of bullying and continued to miss for the same reason. The act of being bullied tends to increase some students' isolating because their peers do not want to lose status by associating with them risks of being bullied (Kigotho, 1999).Eventually, victims of this form of violence experience depression and low esteem, problems that can be carried into adulthood.

In some extreme cases, victims end up committing suicide because they see themselves as failures. For instance, Omale (1999) noted that in 1993, an eighth grade student at Oak middle street in Burlington, Lowa, United States of America shot himself to death with a family gun after school mates molested him for three years . In Uganda, Rukundo (2009) conducted a study on relationship between management and strikes in two secondary

schools of Ntungamo District.He identified the causes of strikes as being indiscipline among the students, misuse of school funds, and failure of administration to respond to the warnings from students.

1.2.2 Theoretical Background

The study was under pinned by Ludwig Von Berfalanffy, (1968) Systems Theory. The theory views an organization as a complex set of dynamically intertwined and interconnected elements, including inputs, processes, outputs, feedback loops, and the environment. The theory emphasizes that real systems are open to and interact with, their environments, and that they can acquire qualitatively new properties through emergence, resulting in continual evolution, rather than reducing an entity,(e.g. the human body) to the properties of its parts or elements(e.g. organs or cells).

Systems theory focuses on the arrangement of and relations between the parts which connect them into a whole (compared with holism). This particular organization determines a system, which is independent of the concrete substance of the elements (e.g. particles, cells, transistors, people, etc). Thus, the same concepts and principles of organization underlie, the different discipline providing a basis for their unification. Systems concepts include; system-environment boundary, input, output, process, state, hierarchy, goal-directedness, and information. Kyambogo University gets students from their environment, they get supply of goods and services, and after training the students come out and serve in the community again. Governments as the state and other stakeholders have interest in the affairs of Kyambogo University. Kyambogo University has a hierarchy of authority with the Vice Chancellor as the head and is supervised by the University Council which the supreme decision is making body.

Kyambogo University's goals are directed towards training skills and knowledge for service as reflected in its "mission statement *"to advance and promote knowledge and development of skills in science, Technology and Education, and in such other fields having regard to quality, Equity, Progress and transformation of society*". Vision *"to be a centre of academic and professional excellence"* And the motto "*knowledge and skills for service"* and information flow from the University to the community and vice versa.

1.2.3 Conceptual Background

Many scholars define the concept *"strike"* as a violent behavior expressed by disgruntled or discontented individuals in an organization with the viratue to change a particular course of action (Eliot &Cornell, 2009),Strike is a deliberate stoppage of work by worker in order to put pressure on their employer to accede to their demands, strike is defined as a collective, organized, cessation or slow down of work by employee, to force acceptance of their demands by their employer, in Wikipedia it is defined as a work stoppage caused by the mass refusal of employees to work, which usually takes place in response to employees grievances, in Oxford Advance Learners Dictionary, it is defined as organized stopping of work by the employees because of a disagreement, in Nigeria strike is the cessation of work by a body of persons employed acting in combination, or concerted refusal or refusal under a common understanding of any number of persons employed to continue to work for an employer in consequence of a dispute, done as means of compelling their employer or any person employed, to accept or not accept terms of employment and physical conditions of work, strike is a concerted and sustained refusal by working men to perform some or all of the services for which they were hired (Webster`s Dictionary,1995).

On the other hand, there are numerous factors listed as leading to strikes and among which include; salaries, poor management and inadequate facilities, background of students and so many others.(Salleh, Mohamadhohdi & Adulpakdee, Apitree, February 2010).

In this study thus, emphasis was put on university management styles (democratic, autocratic, laissez-faire), quality of lecturers' services (their qualification, experience, interpersonal relationship), and university facilities (cleanliness of the hall of residence, space in the hall of residence, the size and nature of classrooms, the quantity and quality of seats in the classrooms and so on). On the other hand, strikes will be measured in terms of their rate of violence. The organizational factors are; Strong leadership, management provides adequate funding, ensures availability of technology/personnel, allows the champion to function throughout the development process such as users participation in the process, organizational politics, organizational climate, users readiness, performance gaps such as organizational innovation, the influence of individuals, institutional and economic influence. Strike indicates breakdown of cordial relation between employees and employers. It is a usual means for the employees to press and meet their demands but the negative effect of strike are difficult to measure in economic terms.

Strike imposes cost on the employees, the employers and the entire economy. The employees may suffer loss when they are not paid during the strike period. On the other part of the employer: costs may be indicated by lost output, lost customers and lost management confidence. For the entire economy loss of productivity which affects Gross Domestic Product (GDP) constitutes the most significant quantitative cost to society (Fashoyin, 1992).

Strikes action affects cost of production and of course productivity as in most cases strike cost (wages and salaries as well as other un avoidable payments) are paid during the strike period (Ezeagba, Emenike Charles, 2014). In addition to lost work days due to individual action or the union meetings, efficiency losses may take the form of interference in the appointment of school managers, the demand of supply of teachers and the way in which school manager effectiveness is compromised in an environment of union- management tension (Needu, 2012, Patillo,2012)

Teachers' strikes are also occasionally characterized by riots and out breaks of violent protests with unionized teachers intimidating schools that remain open or those teachers that resist calls to down tools (Patillo, 2012).

1.2.4 Contextual Background

The overall "mission" of Kyambogo University is to advance and promote knowledge and development of skills in science, technology and education, and in such other fields having regard to quality, equity and the transformation and progress of society. Basing on this mission, the University has for the last six years adopted a number of strategies to see that the university achieves its mission including improving the quality of its staffs, competence of management, and putting in place university facilities. All these are done in the virtue of reducing on strikes over poor service delivery (Kyambogo University Human Resource Development Plan, 2006).

The existing dismay however, is that this state of affairs has not translated into significant performance improvement in the organization. It seems that the number of strikes in Kyambogo University has continued to increase. This is reflected in persistent strikes in the

university by lecturers over poor pay, extension of semesters every other academic year because of student's strikes, conflicts in administration, and so many others (New Vision, 2013).

1.3 Statement of the problem

Kyambogo University was suddenly established in 2003 from the amalgamation of the Institute of Teacher Education Kyambogo (ITEK), Uganda Polytechnic Kyambogo (UPK), and Uganda National Institute of Special Needs Education (UNISE). Despite the university having qualified lecturers who are fully paid by the government, having in place facilities such as lecture halls , library, laboratories , workshops, top management and functional university council, since its inception, the university has experienced a lot of turbulence with a series of students, non teaching staff and staff strikes over the years. Between January 2006 up to October 2015 the university has hard over seventeen strikes.

This resulted into extension of semesters every other academic year and disruption in academic program, conflict in administration, destruction of University property, great financial loss on the parents, poor reputation of the University, under performance, absenteeism, lateness, sabotage, rampant gossip, rumors among others, (New vision, 2013, Daily Monitor 2013). Therefore, it is from such background that this study investigated the organizational factors influencing strikes in institutions of higher learning using Kyambogo University.

1.4 Purpose of the study

The purpose of this study was to investigate the organizational factors influencing strikes in institutions of higher learning in Uganda using a case of Kyambogo University.

1.5 Objectives of the study

(i) To explore the relationship between provision of university facilities and strikes in Kyambogo University.

(ii) To establish the relationship between University management styles and strikes in Kyambogo University.

(iii) To examine the relationship between the quality of lecturers' services and strikes in Kyambogo University.

1.6 Research Questions

This study seeked to answer the following questions:

(i) What is the relationship between existing university facilities and strikes at Kyambogo University?

(ii) What is the relationship between university management styles and strikes at Kyambogo University?

(iii) What is the relationship between the quality of lecturers' services and strikes at Kyambogo University?

1.7 Hypotheses

This study tested the hypotheses that:

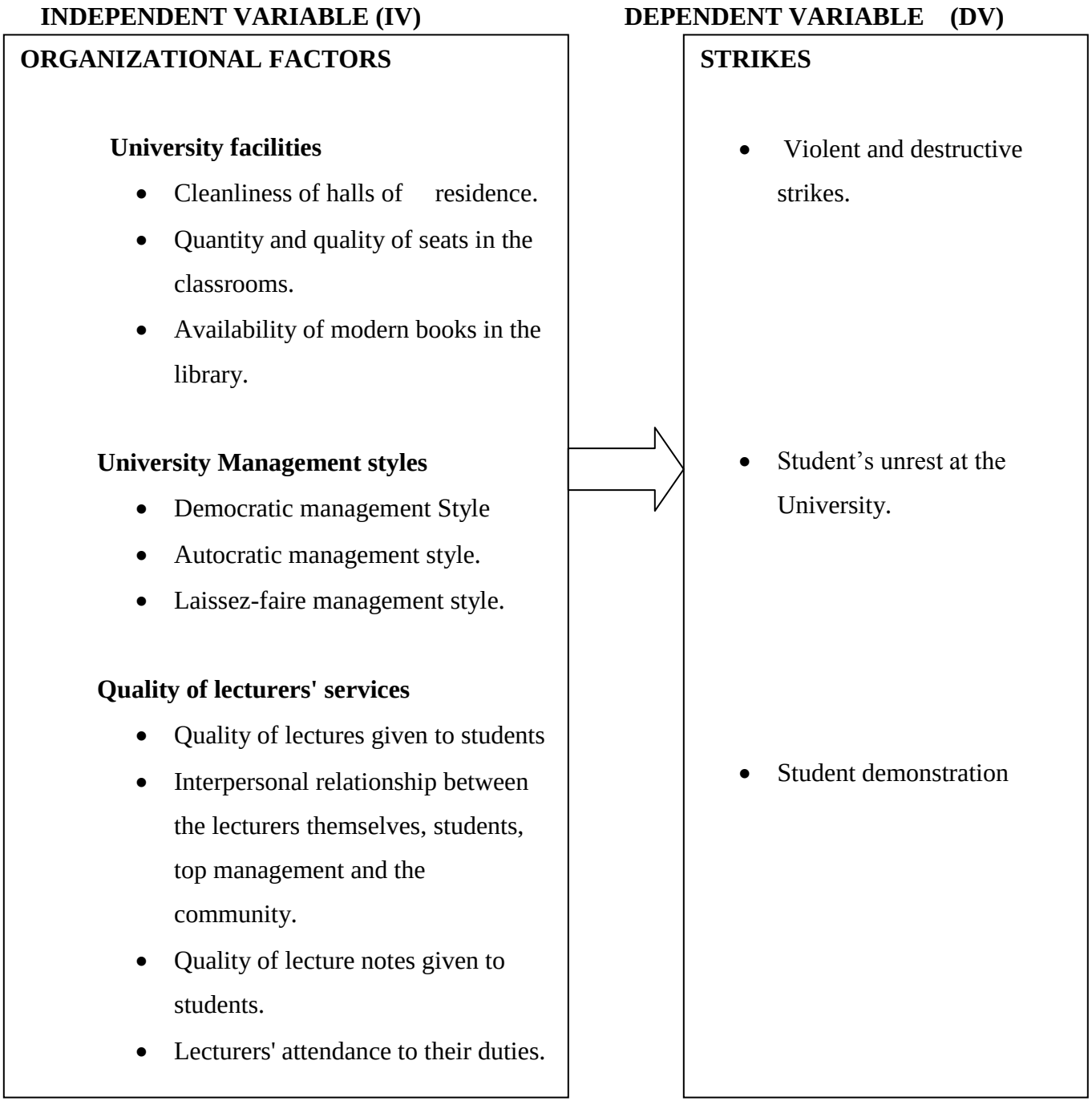
(i) There is a significant relationship between provision of university facilities and strikes.

(ii) There is a significant relationship between university management styles and persistent strikes.

(iii) There is a significant relationship between the quality of lecturers' services and strikes.

1.8 Conceptual Framework

Figure 1: Conceptual Framework



***Source: Adopted from Munene* (2008) and modified by the researcher**

1.9 Significance of the study

A lot of research has been done on organizational factors leading to strikes among university students but there is scarce information about organizational factors influencing strikes in Kyambogo University which help policy makers especially those in the Quality Assurance Unit, the Central Academic office and the Ministry of Education, Science, Technology and Sports on what policies and strategies can be employed to overcome Strikes in institutions of higher learning. The report will also be a source of reference for other researchers intending to study about strikes among University students.

1.10 Justification of the study

Prior studies have been done on organizational factors leading to strikes in institutions of higher learning but no study has been done on organizational factors leading to strikes in institutions of higher learning using Kyambogo University. On top of that, such studies considered other organizational factors leading to strikes in institutions of higher learning using Kyambogo University. Other than university management styles, university facilities and quality of lecturers' services. Thus, the rationale behind the choice of this study was to empirically establish the organizational factors leading to strikes in institutions of higher learning, using Kyambogo University. The result of this study is hoped to contribute positively to the field of management of institutions of higher learning in Uganda.

1.11 Scope of the study

Content scope

This study delimited itself to organizational factors leading to strikes in institutions of higher learning. Organizational factors in this study had the dimensions of university

management styles, university facilities and quality of lecturers' services, whilst, strikes was measured by their rate of being violent, unrest and many others.

Geographical Scope

The study was conducted in Kyambogo University located in a country called Uganda, in Wakiso District on Jinja road. This case was chosen because it is accessible to the researcher and ties in very well with the operationalisation of the research problem under study.

Time Scope

The study focused on the time framed (2006 – 2015) because this is the period when strikes had become imminent in Kyambogo University (Kalanzi, 2013).

1.12 Definitions of terms

CVI	:	Content Validity Indix
GDP	:	Gross Domestic Product
ITEK	:	Institute Of Teacher Education Kyambogo
SPSS	:	Statistical Package for the Social Sciences
UNISE	:	Uganda National Institute of special needs Education
UPK	:	Uganda Polytechnic Kyambogo

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviewed the literature related to organizational factors leading to strikes in institutions of higher learning. The review is conceptualized under the objectives of the study and focuses primarily on University facilities, University management style and quality of lecturers' services and strikes. These are considered as study pillars.

2.2 Theoretical framework

The theoretical frame work for this study was derived from, Ludwig Von Berfalanffy, (1968) systems theory. System theory is the trans disciplinary study of the abstract organization of phenomena, independent of their substance, type or spatial or temporal scale of existence . It investigated both the principles common to all complex entities , and the usually mathematical models which can be used to describe them.

According to Wikipedia, systems theory is the interdisciplinary study of systems , in general, with the goal of discovery patterns and elucidating principals that can be discovered from , and applied to, all types of systems at all nesting levels in all fields of research.

According to system theory, an organization is treated as adynamic and system can be either closed or open , but most approaches treat an organization as an open system.

A closed system does not interact with its environment and it does not take in information and therefore is likely to atrophy , that is to vanish

An open system receives information, which it uses to interact dynamically with its environment and openness increases its likelihood to survive and prosper.

Kyambogo University as an organization whose goals and values have been inter-twined with its mission and vision translate to an institution and it is open in that it receive the learners , the supply like food and other services from its environment and it is made up of different stakeholders like students , support staff, lectures , top management, university council members, government, students guild leadership and all who have an interest in the affairs and the running of the university.

Therefore Kyambogo University is a living systems which is not closed and in true equilibrium but open systems in a steady state.

A System may be defined as a set of elements standing in inter relation among themselves and with environment and from the above system , then, is a set of things that affect one another within an environment and from a larger pattern that is different from any of the parts.

Ludwing Von Bertalanffy emphasized that real systems are open to, and interact with, their environments , and that they can acquire quantitatively new properties through emergence, resulting in continual evolution. Rather than reducing an entity(e.g the human body) to the properties of its parts or elements (e.g organs or cells), systems theory focuses on the arrangement of the relations between the parts which connect them in to a whole (C.F Holism).

This particular organization determines a system which is dependent of the concrete substance of the elements (e.g particles , cells , transistors , people, etc) thus , the same concepts and principles of organization underlie the different discipline(physicals, biology, technology, sociology, etc), providing basics for their unification, systems

concepts include; system- environment boundary, input , out put, process, structure, hierarchy, goal directedness and information.

History and orientation

Hegel developed in the 19th century a theory to explain historical development as a dynamic process. Marx and Charles Darwin used this theory in their work.

Ross Ashbay introduced the science of cybernetics , 1956

Ludwing Von Bertalanffy started work on the system theory in 1940s and system theory as we know it today was used by him as a biologists, as the basis for the field of study known as general system theory a multi disciplinary field(1968). Some influences from contingency approach can be found in system theory.

The general system theory, therefore, is a general science of wholeness

There is a general tendency towards integration in the various sciences natural and social.

Such integration seems to be centered in a general theory of systems.

Such theory may be an important means of aiming at exact theory in the non physical fields of science

Development unifying principles running vertically`` through the universe of the individual sciences , this theory brings us nearer to the goal of the unity of science.

This can lead to a much- needed integration in scientific education.

The system concept

In dealing with complexes of `elements' three different kinds of distinction may be made-i.e

According to their number

According to their species

According to the relationship of elements progress is possible only by passing from a state of undifferentiated wholeness to a differentiation of parts.

Core assumptions of system theory

System theory is the trans- disciplinary study of the abstract organization of phenomena, independent of their substance type or spatial or temporal scale of existence It investigated both the principles common to all complex entities , and the (usually mathematical) models which can be used to describe them.

A system can be said to consist of four things.

The first is objects- the parts, elements or variables within the system.

These may be physical or abstract or both, depending on the nature of the system.

Second, a system consists of attributes the qualities or properties of the system and its objectives

Third, a system had internal relationships among its objects.

Fourth, systems exist in an environment.

Therefore a system, is a set of things that affect one another within an environment and form a larger pattern that is different from any of the parts.

Several system characteristics are wholeness and interdependence (the whole is more than the sum of all parts),

Correlations, perceiving causes , chain of influence , hierarchy, supra systems and sub systems, self – regulation and control, goal, orientatedness , goal directedness,

Interchange with the environment, inputs / out puts, the need for balance / homestatiscsa change and adaptability (morphogenesis) and equifinality : there are various ways to achieve goals.

Different types networks are; line, communication in this perspectives can be seen as an integrated process – not as an isolated even.

Self- organization

Are an heterogeneous networks of interacting actors, and associated domains such as far- from - equilibrium thermodynamics , chaotic dynamics, artificial life, artificial intelligence / neural networks and computer modeling and simulation.

Scope and application of system theory:

Related fields of systems theory are information theory and cybernetics this group of theories can help us understand a wide variety of physical, biological, social and behavioral processes , including communication (infant, 1997)

System theory helps to inform and link the study in that Kyambogo university is made up of different faculties which have departments, schools and different stakeholders

who are interrelated and must co - exist for the normal and proper functioning of the university.

2.3.1 University facilities and strikes in institutions of higher learning.

Both private and public Universities globally are struggling to provide facilities for students to learn, for instance, hundreds of Nkumba University students which is one of 21 private universities in Uganda went on hunger strike on 7th December 2008 after the University Senate failed to meet their demands. (Kayiira ,2008).

Both private and public universities in Uganda are facing a lot of student protests over poor housing and inadequate facilities on campus. Earlier 2008, the students at Nkumba University signed a memorandum of understanding with the University Senate in which it agreed to provide good sanitation, decent meals, a well equipped Library and Improvements to the general academic environment. But instead, the Senate failed to address the student's needs as agreed. One of the students, only identified as Baptist, was found lamenting, cursing and pouring scorn: "We eat posho and beans with weevils from Monday to Sunday yet we pay a lot of Money, these guys should tell us where they take our money.''.

The then Guild president complained that, the University Administration had failed to comply with the students demands and students were always kept in an environment where bedbugs, fleas, lice, jiggers and rodents were their regular companions.

The unhygienic environment had caused bubonic plague and other health hazards to many students. The guild president complained that students were poorly fed and lecturers

missed their lectures, instead, referring students to the University Library- which was poorly equipped to meet the students' academic and intellectual demands.(Kayiira Kizito 2008).

The situation was quite intense and students were hostile and vowed to carry out a deadly strike if the Senate failed to come up with appropriate measures. The anti riot police, were heavily deployed, armed to the teeth to forbid further offensive action such as strikes and riots. This strike came after several serious strikes had happened at Makerere and Kyambogo Universities respectively. Makerere is the top most prestigious university in Uganda and Kyambogo follows and they are both public universities.(New vision, 2008, Daily Monitor, 2008).

The then Makerere University Chancellor Professor Lubobi had proposed to close the University for one year because of government failure to fund the university as required. In his view this would enable the Senate and the government to review the causes of mismanagement at the University and to come up with new policies to govern the institution. (New Vision 2008, Daily Monitor, 2008).

The issue was tabled in the parliament of the Republic of Uganda however, the parliament did not accept the idea of closure of the university for one year. Corruption and poor funding from government has put a bad image to the once prestigious university which was popularly known as the "Havard of Africa" (Kayiira Kizito 2008).

Students of Gulu university on 11th October 2012, went on strike protesting delay by the government to release their living day allowances and the poor living conditions.(New Vision,2012, Daily Monitor, 2012).

The living allowance was for 800 students who were on government sponsorship. Each was given a daily stipend of 5000/= (five thousand shilling for meals and additional one thousand shilling for transport. The rioting students in the morning of that day went to the office of the vice chancellor to demand for an explanation as to why their allowances were not forthcoming.

Denis Akena, the 2012/2013 guild president, said the students' action was prompted by government's failure to release the living day allowance. He said the money was supposed to be sent on September 28th 2012 but had up to then not been sent. Akena says the students asked the vice chancellor, professor Nyeko pen-mogi to explain the cause of the delays. He said the students were also protesting the amount of money they were given as daily allowance.

According to Akena, the students say the allowance they get cannot match the high cost of living in Gulu town. He explain that a single meal in a make shift restaurant in Gulu town goes for 4000/=(four thousand shilling) yet the students are only given 5000/=(five thousand shilling).

Akena also says the university does not have halls of residence and as result government students are forced, to rent or live in hostels around the university which charges 300,000/=(three hundred thousand shillings) and yet government only sends 260,000(two

hundred and sixty thousand shilling) which in most cases were not sent in time. Roy Odama the representative of the government-sponsored students said that the situation is being made worse by increased demands from hostel owners that the students should pay in full yet the money for their off-campus welfare is only paid monthly making it hard for them to meet their demands (Joe Wacha 2012).

Odama accuses the university administration of complicating matters by failing to offer any explanation to the affected students. The students claim that they are failing to feed themselves and pay rent because of the delays to release their money (New Vision, 2012, Daily Monitor, 2012).

Over the last ten years, both students in private and public universities, including Makerere, Gulu, Kyambogo, Nkumba among others, have staged strikes to protest poor administration, poor feeding, delayed release of their living out allowances and failure by lecturers to teach them among others Joe Wacha, (2012).

The universities of Assne Seck and de Ziguinchor and of this both in Dakar Senegal have been hit by staff and student protest over inadequate facilities with students at Assane Seck calling for an indefinite strike Jane Marshall, (2015,)

The higher education union SAES condemned the fact that there were "4800 students with one accommodation block of 300 beds, and only insalubrious restaurants with apathetic kitchen which expose them at all times to dietary poisoning as well as the hunger that they have already tolerating with difficulty "Jane Marshall ,(2015,).

Ouasmane Ba was quoted as saying: “we won’t go back on our decision as long as there are no satisfactory responses to our problems”. Other problems were lack of facilities and the in efficient payment of students grants. “not to forget the problem of Wi-Fi, which is very important for research. Unfortunately, since its opening in the mid-2000s, there has been no internet connection in the university, which plunge students into difficult conditions” Jane Marshall 22 may (2015).

At this university, student leader Serigne Bassirou Mbacke Diop explained that the chief demand of students at the University of Ethics was “construction of a university worthy of the name “that offered students acceptable study conditions.Jane Marshall ,(2015).

Demonstration and a sit down by students, lecturers and administration staff took place to demand suitable building and equipment to accommodate the university-which is currently scattered on many sites- in one place. The university rented 19 buildings costing more than FCFA 100 million (us$170,000) for some of its departments, which lacked classrooms and lecture halls, with the shortage of auditoriums, laboratories and libraries for the 3500 students. “Lecturers were giving their courses in bedrooms turned into classrooms”. Marshall, (2015).

Ndiaye said he and his colleagues were demanding an emergency plan for the university, and a grant of FCFA 10 billion (us $ 16.8 million) a year for six years to build and equip the university departments grandes e’coles and institutes of Thie’s.

A number of studies have directly and indirectly linked University facilities to persistent strikes in schools. For instance, in Egypt, Youssef, Attia and Kamel (1999) conducted a cross-sectional survey on violence among 2170 preparatory and secondary school students enrolled in the mainstream governmental school in Alexandria. Violent behavior among school students and its predictors were investigated. Selected children were requested to complete a self administered questionnaire. Initiating violent assaults in the 18 months prior to the study was reported by 51% of boys and 20.9% of girls. Multivariate logistic regression analysis pointed to 16 predictive variables for violent behavior.

Few were related to family back ground whereas the majority was related to the children themselves. Violent assaults were more likely to be initiated by boys and those who were dangerously daring and risk-takers, often fought verbally, threatened to attack others, were cruel to animals, disrupted class discipline, were truant from school or ran away from home and were disciplined by corporal punishment by their parents and their teachers.
Wubs, Lief, Alan,Sheri, Hans, Sylvia and others.

Catherine, (2009) studied on dating violence among school students in Cape Town and Mankweng (South Africa) and Dar era Salaam (Tanzania). Data were derived from the baseline data collection of a multisite randomized controlled trial of an HIV prevention intervention among young adolescents. The results were confined to students who reported previously or currently being in a relationship. Multiple logistic regression analysis with demographic predictors was employed, controlled for cluster effect. Findings of the study revealed that 10.2% - 37.8% of the respondents had been victims, 3.1% - 21.8% had been perpetrators, and 8.6% - 42.8% had been both.

Before controlling for other factors, a higher age and lower socio- economic status associated with belonging to any of the three groups of violence. Being male in all sites was associated with perpetration, being female with victimization. Ethnicity and living with biological parents were not associated with violence.

Higher parental education in Cape Town was protective against all types of violence. According to a study conducted on 0 to 17 years old children in Bangladesh, violence among children was considered a global health problem and was the most inhuman type of international injury (Human Rights Watch, 2001). Exposure to violence can have lasting effects on children's physical and mental health, general well being and ability to become productive adults in future. However, this study did not address the predisposing factors that were to be handled by the current study. Mewman-Carlson & Horne, (2004) studied the normality of violence in homes. They found out that over 50% of the parents smacked their children for disobedience once a week and 8% did it daily. More boys than girls were punished in this way. They further claimed that perhaps this helps to explain why boys tend to be more violent than girls.

Physical fighting among adolescents is of public health concern both because of the potential for fight related injuries and its association with participation in many other health risks behavior.

Fights that involve weapons are a major cause of serious injuries and deaths among youth. Recent studies from Africa have also shown that physical fighting among school going adolescents is prevalent.

For example, Rudatsikira et al,(2007) reported that 50.6% of adolescents had engaged in physical fighting with in the past 12 months prior to the survey in Namibia, Southern Africa. While deaths were the most severe consequences of interpersonal violence, the effects of school violence include: interference with the normal learning activities of students; weapon carrying for defensive purposes on school grounds; serious injury and increased medical costs and absenteeism from school (ibid). the Ethiopian study (1996) which employed a sample of three junior secondary (7 – 8) and five senior secondary schools (9 – 12) in the innermost cities around Addis Ababa, reported 240 violent incidents Ohsako,(2007). As pertains to Kenya, violent behavior has a long history and several pieces of evidence attests to this increased surge. Violence occurs in all types of settings such as schools and college campuses. Clearly, the nature of violence changes with the norms of the school and what is expected of pupils. Violence undermines the notion that school days are the happiest in a learner's life. Examples of violent behavior in schools include rioting, sexual harassment, fighting and bullying.

These activities have detrimental consequences on the running of the school's activities and on the student's personal security and emotional stability. For instance, violence may contribute to physical deformities, humiliation, disinterestedness, withdrawal, poor academic performance, high drop-out and even death of affected students. Ruto,(2009) Infrastructural facilities are very germane in educational institutions, particularly in the teaching-learning process Monehin,(2003). It is unfortunate that inadequacy of infrastructural facilities such as class rooms, laboratories, Library, Staff Offices, Workshops among others characterize the public Universities in Nigeria saint et al.,(2003).

To worsen the situation , most of the available infrastructural facilities are in deplorable condition, which has been having negative effect on the training of students in the universities. The situation could be attributed to poor funding of the universities by Government. Strikes at Kyambogo University has resulted into destruction of University facilities e.g buildings, vehicles, and interruption of the normal running of the University and sometime closure of the University and this affects the teaching learning process due to the break in the semesters.

2.3.2 University management styles and strikes in institutions of higher learning.

University management has been linked to increasing strikes in institutions of higher learning.

In Uganda, Rukundo, (2009) conducted a study on Relationship between management and strikes in two secondary schools of Ntungamo District. He identified the causes of strikes as being; indiscipline among the students, failure of the administration to involve stake holders in decision making, harsh punishments, misuse of school funds, and failure of administration to respond to the warnings from students. John Mary Agaba the former commissioner with ministry of education, science, technology and sports blame the starts and end with students. 'Imagine a school like Kitagata SS in Bushenyi where students went on strike after a trip claiming they didn`t get value for money, "he adds. 'In Jinja College the students went on strike because they were told to read hard, they got angry with the Deputy Head Teacher calling him hash for that but did they go to school to sit or to read?" Mr Humphrey Ahimbisibwe, the former Headmaster of Ntare School says, "These are not strikes but riots. Those are indisciplined children who lack patience. There is a lot of emphasis on their rights and we forget their responsibilities then the ministry comes out

quickly to blame school administrators". He further blames the global political atmosphere too. "Every where people are striking to get answers and change so these students have no good examples to learn from". Micheal Miyingo, a former head prefect at Kirra College, Butiki and now at a Malaysian University says, 'School administrators just don't listen and keep giving empty promises and the only ``language'' they understand is strikes. They have conditioned students to take strikes as the only practical way out for change". In Kenya, Mathiu,(2008) noted that over the past decade, many secondary schools had suffered from strikes most of which placed head teachers in the spotlight.

For instance, in 1991, male students in a mixed high school invaded the girl's 'dormitory and raped more than 70 girls. At least 19 female students lost their lives at a tender age of 15. In another incident in 1991, a group of male students locked up 4 prefects in their cubicles at night and doused them in petrol killing them instantly.

The worst calamity was in 2001 when 68 students were burnt to death and scores injured after their dormitory was set on fire by two boys who petrol bombed the school. In 2006, in a mixed boarding school, 15 girls were raped in the middle of the night (ibid). Consequently, several reasons were advanced by different stakeholders as the underlying root causes of riots in school. They included;Overloaded curriculum, autocratic school administration, drugs and substance abuse, poor living conditions in schools, excessive use of corporal punishments, lack of an effective school guidance and counseling service, pressure for excellent academic performance, addiction of parental responsibility, incompetent board of governors, culture of impunity in the society, adolescence identity crisis and mass media campaigns.

It is not a gain saying that universities are `Ivory towers` where knowledge and skill can be acquired. In Nigeria, just like in any other country of the world, many parents wish their children to attend Universities rather than polytechnics/ mono -technics and colleges of Education Ige, (2010).

Kangare, (2008) claimed that the well known form of bullying in Kenya had been the subtle type.

This had been going on since 1970 especially in boys schools. In such schools, victims of bullying were subjected to mental torture by being forced to answer several questions; give out money, shape their mouths funnily by moving jaws apart and sideways according to the instructions from a bully's palms and to sing obscene songs. In girl's schools on the other hand, less violence had been reported and bullying had mainly been in the form of name-calling, taunting and threats. Because of that, bullying involving rape had remained difficult to prove except where some physical force was visibly used.

In all, violence has resulted in many dire consequences on students' social and academic endenvour. For instance, Ohsako, (2007) discovered during his work on truancy that approximately 19 percent of taunts had started to miss school because of bullying and continued to miss for this same reason. The act of being bullied tends to increase some student's isolation because their peers do not want to lose status by associating with their risks of being bullied Kigotho, (1999).

Eventually victims of this form of violence experience depression and low esteem, problems that can be carried into adulthood.

In some extreme cases, victims end up committing suicide because they see themselves as failures. For instance, Omale, (1999) noted that in 1993, an eighth grade student at Oak Middle Street in Burlington, Lowa, United State of America shot himself to death with a family gun after schoolmates molested him for three years.

In 2008, about 72 students were charged with arson and other offences related to unrests in secondary schools Kangare, (2008). In addition, 90 others had been arrested over the unprecedented chaos. The students mostly in form two and three were charged with setting the school on fire and destroying property valued at more than Ksh. 5.2 million. In the coast, 10 students were arrested and property worth Ksh 5.2 million destroyed in the continuity wave of unrest in schools. In 2008, over 254 secondary schools experienced the ongoing orgy of violence in Kenya per province as follows; Central (68), Rift valley (55), Eastern (53), Nyannza (27), Coast (24), Nairobi (19), Western (8) and North Eastern had none. Kigotho (2008) reported that students at Ebunangwe High School in Vihiga District of Western Province burned buildings protesting against lack of food and canning of students.

In western province, other cases of violence among students were noted in Musikhu Girls, Kapsambo, Sigalame, Lukhuna, Butonge, Ikobero, Teremi boys and Sirisia Secondary Schools (PDE's office, Western Province, 2008).

Studies conducted in Western Province specifically by Mutsotso, (2004) & Simatwa, (2007) identified various factors contributing to violence in schools in general. However, the current study tried to fill the gap by establishing teacher's and student's perceptions of

factors contributing to violent behavior among secondary school students in Western Province of Kenya.

Establishing home factors as they are perceived, would equip policy makers and planners, parents, teachers and school administrators with knowledge and skills that would help minimize violent behavior among secondary students specifically in Western Province and generally in Kenya.

Since the infamous St. Kizito incident in 1990s where 70 girls were raped while 19 others lost their lives when their male peers descended on them during what was supposed to be a school strike, several other group sexual violence have occurred (ibid). Violent behavior is one of the practices that have scared teachers, parents and students.

Some students have had to die or suffer permanent deformities. Kangare, (2008) asserted that violence has been going on since 1970 especially in boy's dormitories.

In secondary schools, sexual violence has been identified as one of the most teething social problem young female are facing. Sexual violence has made children, girls and women no longer safe in their own homes, schools, work places or on roads. Teachers have been reported to offer good or passing grades to girls in exchange for sex Omaar et al., (1994). Not uncommon for older students to prey on girls as they walk to school or while they sleep in dormitories. And "sugar daddies" target girls in the vicinity of schools, luring them into sexual relations with gifts and money. Hence many girls feel that their survival depends on such arrangements. In additional, researchers have shown that violence among students can take place in many different locations within and outside the school. For

instance, the playground was perceived by Slee, (1995) as the single most common location within the school in which students reported that they are bullied.

An appreciable amount of bullying is found to take place on the way to and from school as a result, some students decide not to report those who bully them for fear that they may face brutality in revenge. As perceived by Olweus, (1993), bullying in secondary schools was one of the dark hidden areas of social interaction, along with child physical and sexual abuse and adolescent violence. He further claimed that bullying had been neglected by professional investigations.

Glew et al. (2008) conducted a study that involved 5391 school adolescents. They found out that victims of bullying in the United States of America felt it was "not wrong" to carry weapons to schools.

Additionally, 26% had been involved in bullying either as victims or as perpetrators and adolescents less than 14 years were more likely to report having engaged in a fight than older study participants. They concluded that the situation was due to the fact that younger adolescents may not have gotten non-violent conflict resolution skills compared to older adolescents.

Children often become targets for bullies because of their ethnicity or sexuality (ibid). Disabled children are also more likely to be targets, as are the youngest, smallest and weakest children.

Bullying of children from families affected by HIV is a growing problem. Bullying is linked to experiences of violence in the home, as children learn that violence is a primary mechanism for negotiating relationships. Children who suffer family violence are more likely to be bullies and be bullied. Physical violence in general and bullying in particular is also more common in schools which are overcrowded with inadequate adult supervision and poor school policies.

Children attending schools located in violent or poor neighborhoods or where discrimination against ethnic or other groups is accepted are also more likely to experience violence. Most victims do not report what they are suffering because they blame themselves and feel ashamed.

Moreover, few victims believe their schools will take real action to improve the situation. Bullied children tend to have a reduced network of friends who might give support and protection. There is also evidence that economic need and social inequality are key factors that fuel both bullying and sexual violence in a range of countries. Rising levels of deprivation, inequality and social exclusion play a large part in school based violence.

However, most educational researchers and practitioners accept that bullying can be manifested in a variety of ways, including physical assault and verbal harassment. There are various organizational factors responsible for strikes at Kyambogo University e.g. University facilities, quality of lecturers' services, mismanagement of the University, intrigue, insubordination, poor and delayed pay of lecturers, insecurity within the University, quality of lecturers services, lack of clear policies, intrigue, insubordination, poor University facilities, mismanagement of the University, in fighting between top

management, University council and lecturers could be partly responsible and are some of the underlined causes of the unrest at the University and others.

2.3.3. Quality of lecturers' services and strikes in institutions of higher learning.

Lastly, quality of lecturers' services has a direct relationship with strikes and demonstrations that are prevalent in education institutions. The University is the formal institution set aside by the society for the purpose of learning. The learning process in the school is conducted in a very formal manner. It must be stated that as society gets more complex, the home which has the parent as lecturers can no longer cope with the learning process of the child. The arduous task is passed on to school; the school thus receives the child and brings him up in attitude, norms and values acceptable by the society. It is worthy to note that healthy relationship among the stakeholders in education (Government, lecturers and students) facilitate the learning process.

Asaolu, (2010) opined that effective learning in school occur when the stakeholders adequately perform their roles. This means that effective learning can be hindered when there is conflict among the stakeholders especially when one fails to perform his/her required responsibility and disrespect other's rights. Good human relations are important to teachers and student's well being as well as effective learning Asuquo, (2010). However, conflict in the university setting disrupts academic progress and adversely affects effective learning among the students,).

Disruption occurs when academic activities are substantially interrupted or impeded as a result of strike action.York University,(1996). According to Kazeen & Ige,(2010)

disruption in academic program resulting from strike leads to closure of university for a period of time. This period may be defined to be specified or indefinite. Both, explains at such periods, no academic activity takes place at schools and upon re-sumption student's in most times are denied opportunity to make up for lost times.

Olukunle,(2011) in his assessment asserts that disruption in academic program as caused by strikes give learner undeserved study years extension. Isangedighi,(2007) & Iheanacho, (2002) agreed that effective learning is achieved when students are emotionally and psychologically stable. But on the contrary, when disruption in academic program occurs from strike action. Students become emotionally and psychologically unstable especially on the perception that it will cause them to stay at university longer than expected.

This feeling negatively affects their learning in school. For instance, in a situation where the Nigerian Union of Teachers (NUT) plans to embark on an industrial action (strike); a mere hear of the rumor without even the main action being taken, will cause pain among learners especially the potential senior secondary learners. The meaning is that, if the strike takes places, students may not complete their secondary education and proceed to tertiary institution as scheduled; hence their learning effectiveness will be negatively affected. Their motivation level too, will be affected; their development level as well. Iheanacho,(2002) in his contribution opined that motivation is compared with self-determined behavior. It involves becoming curious to explore spontaneously on matters that affect school. This explains why non-motivated students have no urge or interest to learn.

Disruptions in academic programs serve as non-motivational factor to the students. It discourages them from learning. It is not surprising therefore that during strike actions, most students are seen involved in diverse activities such as sexual immorality, cyber scam, pool betting, unnecessary gossips, watching of films and reading comic materials for entertainment purposes rather than reading their books. Motivation is essential in teaching-learning effectiveness. Thompson,(1990) regards motivation as the superhighway to learning. This is usually suppressed by the disruption in academic program arising from strike action.

Maliki and Ekpekin-Ekanem,(2011) are of the view that "quality and quantity of students learning is determined by individual study habit" disruption in academic program from the strike action results in faulty habit among the secondary schools and university, hence their poor learning and constant failure in academic pursuit. When this is compared to situation with students at strike free academic period, it is discovered that they (students) are more organized in their study, interact effectively with their fellow students, consult regularly with teachers, read with understanding and study with full attention and concentration to have improved academic performance.

Every individual is 'a thinking and feeling filled entity' who learns through sense excitations and responses Isangedighi, (2011). He believed that the way a stimulus excites or impacts on an individual's senses will trigger his responses. Liking the situation to the disruption from strike action and student's learning ability; the learning ability of the students is bound to be negative as a result of learning interruption occasioned by strike. This is because students lost preparedness and readiness to learn at time of strike hence

their educational attainment becomes adversely affected. However, they may settle for short cut (examination malpractice) to accomplish their academic goals; the concept which does not aid effective learning in school among students.

Odubela, (2012) concluded that an effective learning or an enhanced performance is achieved by successful covering of the subject syllabus timely and before the examination. This is rarely achieved with strike action in place. From the above review therefore, the researcher is of the view that disruption in academic program trauma, unpreparedness on the part of the students and lack of motivation, which sum up to non conducive environment for effective learning in secondary schools and universities, a situation that dampens human development.

On December 3rd, 2014, the University of Brighton was closed for the whole day following continuous disagreements between lecturers and University employers. Staff and teachers took strike action to raise awareness and fight back against the 13% decrease of pay that had been occurring since 2009. Picket lines formed, a rally took place and lecturers, along with fellow supporters, marched through the town in hope that their terms regarding their contracts, fair pay and equality issues would be met. Their urges for students and public workers to support the action and many others joined the protest. However, there were still many students who were confused and annoyed after they were refused entry to the Libraries and campus facilities. It was clear that many did not agree with the strikes, instead they saw a loss of teaching hours and a direct attack on their education Maisie Green,(2014).

Two sections and CUPE 3903, representing York University teaching, graduate and research assistants, have voted to remain on strike. One unit within the Canadian Union of Public Employees Local 3903 votes to accept York University's latest contract offer, while two other groups of workers will remain on strike. Units 1 and 3, representing York teaching, graduate and research assistants, rejected the offer and were to remain on strike. The Union represents about 3,700= teaching assistants and contract professors (Andrew Wallace 2015).

2.5 Summary of the literature review

It has been seen that strikes are very persistent in schools world over and in many forms affecting the operations and running institutions, there are few cases if any of the study of organizational factors leading to strikes in higher learning and secondary schools in Uganda and therefore this study intends to fill this gap. Both private and public Universities globally are struggling to provide facilities for students to learn, for instance, hundreds of Nkumba University students which is one of 21 private universities in Uganda went on hunger strike on 7th December 2008 after the University Senate failed to meet their demands. Kayiira,(2008).

Both private and public universities in Uganda are facing a lot of student protests over poor housing and inadequate facilities on campus. Earlier 2008, the students at Nkmba University signed a memorandum of understanding with the University Senate in which it agreed to provide good sanitation, decent meals, a well equipped Library and Improvements to the general academic environment. But instead, the Senate failed to address the student's needs as agreed. One of the students', only identified as Baptist, was

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For instance, in 1991, male students in a mixed high school invaded the girl's 'dormitory and raped more than 70 girls. At least 19 female students lost their lives at a tender age of 15. In another incident in 1991, a group of male students locked up 4 prefects in their cubicles at night and doused them in petrol killing them instantly.

The worst calamity was in 2001 when 68 students were burn to death and scores injured after their dormitory was set on fire by two boys who petrol bombed the school. In 2006, in a mixed boarding school, 15 girls were raped in the middle of the night (ibid). Consequently, several reasons were advanced by different stakeholders as the underlying root causes of riots in school. They included;Overloaded curriculum, autocratic school administration, drug and substance abuse, poor living conditions in schools, excessive use of corporal punishments, lack of an effective school guidance and counseling service, pressure for excellent academic performance, addiction of parental responsibility, incompetent board of governors, culture of impunity in the society, adolescence identity crisis and mass media campaigns.

Asaolu (2010) opined that effective learning in school occur when the stakeholders adequately perform their roles. This means that effective learning can be hindered when there is conflict among the stakeholders especially when one fails to perform its required responsibility and disrespect other's rights. Good human relations are important to teachers and student's well being as well as effective learning (Asuquo, 2010). However, conflict in the university setting disrupts academic progress and adversely affects effective learning among the student's).

Disruption occurs when academic activities are substantially interrupted or impeded as a result of strike action.(York University, 1996). According to Kazeen and Ige (2010) disruption in academic program resulting from strike leads to closure of university for a period of time. This period may be defined to be specified or indefinite. Both, explains at such periods, no academic activity takes place at schools and upon resumption student's in most times are denied opportunity to make up for lost times.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter indicated how data for the study was collected, analysed and interpreted in order to answer the research questions or test the research hypotheses, thereby meeting the purpose of this study. This chapter therefore is comprised of; research design, study population, determination of sample size, sampling techniques, data collection methods, data control, data collection procedure, data analysis, measurement of variables, and ethical considerations.

3.2 Research Design

This study used a cross sectional research design. This design was chosen because it was important for the researcher to find out the opinion of a cross section of the population about a subject under investigation in a particular period of time using a particular part of organisation (Sekaran, 2003). In this study, numerical figures and descriptive information was obtained, giving it both a quantitative and qualitative research dimension. The study hence used both qualitative and quantitative approaches during sampling, data collection, quality control, and analysis. At data collection stage, qualitative design involved administering open ended interview and questionnaire questions to the respondents, whilst the quantitative design involved administering closed ended interview and questionnaire questions to respondents in Kyambogo University.

3.3 Study Population

This study was conducted in Kyambogo University. The study population consisted of 180 respondents (Kyambogo University Human Resource Manual, 2013). These consist of 23 administrative staffs and deans and 120 teaching staff (lecturers), 22 University council members and 15 student guild leaders.

3.4 Determination of the Sample Size

The sample size was determined by using the table in Appendix D from a study by Morgan and Krejcie (1970, as cited in Amin, 2005). This therefore means that the sample included 92 lecturers. The Sample sizes are depicted in Table 3.1.

Table 3.1: Sample Size of Respondents and Sampling technique

Category of population	**Population size**	**Sample Size**	**Sampling Technique**
University council	22	10	Purposive
Student leaders	15	06	Purposive
Administrative staffs and deans	23	10	Purposive
Teaching staffs (Lecturers, assistant lecturers and Professors)	120	92	Simple Random
Total	**180**	**118**	

***Source: Kyambogo University Human Resource Manual* (2013)**

3.5 Sampling Techniques and Procedures

3.5.1 Probabilistic Sampling Techniques

From the existing probabilistic sampling techniques, the study used simple random sampling technique. Simple random sampling was used to select teaching staffs in

Kyambogo University. This technique was chosen because the category of teaching staffs has a large population size and warranted simple random sampling to minimize sampling bias (Mugenda & Mugenda, 2003).

3.5.2 Non-probabilistic Sampling Techniques

From the existing non-probabilistic sampling techniques, purposive sampling was employed to select administrative staffs and deans who were targeted due to their perceived knowledge arising out of known experience that they have. This technique was employed following the postulate that if sampling has to be done from smaller groups of key informants, there is need to collect very informative data, and thus the researcher needs to select the sample purposively at one's own direction (sekaran, 2003).

3.6 Data Collection Methods

3.6.1 Questionnaire Survey

This was used to collect primary data from teaching staff, and, it involved use of a semi-structured questionnaire depicted in Appendix A. The method of survey using a semi-structured questionnaire was deemed appropriate since part of the questionnaire offers the teaching staffs a choice of picking their answers from a given set of alternative while the other part of the questionnaire allows them to qualify their responses (Amin, 2005).

3.6.2 Interview

This was used to collect primary data from administrative staffs and Deans. It involved use of a semi-structured interview guide depicted in Appendixes B(i),B(ii), B(iii) The method of interview using a semi-structured interview guide is deemed appropriate since the

aforementioned categories of staff have vital information yet to fill in questionnaire (Sekaran, 2003)

3.6.3 Documentary Review

This was used to collect secondary data and was guided by a documentary review checklist. Documents from Kyambogo University, public and private libraries with literature relevant to the research topic was analyzed as secondary sources of data to supplement primary data from survey and interviews (Amin, 2005)

3.7 Data Collection Instruments

3.7.1 Self administered questionnaires

Questionnaires was used to collect data from the teaching staff in Kyambogo University. 92 questionnaires was randomly distributed to 92junior staff members. The questionnaire (Appendix A) was used in this case because it has proved to be an invaluable method of collecting a wide range of information from a large number of individuals especially when it comes to people like the teaching staff in Kyambogo University (Sekaran, 2003). The questionnaires are popular because the respondents will fill them in at their own convenience and are appropriate for large samples. The questionnaire was designed with both open and closed ended questions. (Amin, 2013)

3.7.2. Interview guide

The researcher prepared and use a semi-structured interview guide to conduct interviews with administrative staffs and deans at Kyambogo University. Interviews was chosen because they are thought to provide in-depth information about a particular research issue or question. Still, interviews are chosen because they make it easy to fully understand

someone's impressions or experiences, or learn more about their answers as compared to questionnaires. According to Mugenda & Mugenda (2003), interviews are advantageous in that they provide in-depth data which is not possible to get using questionnaires.

3.7.3 Documentary Review Checklist

This consisted of a list of documents (Sekaran, 2003) particularly concerning organization factors influencing strikes in institutions of higher learning which are directly relevant. Most of these documents was obtained from public libraries and Kyambogo University. In this case, textbooks, journals, magazines, theses, conference papers, newspaper articles, government reports, internet, and dissertations related to the topic under investigation as recommended by Amin (2005) were reviewed.

3.8 Quality control

3.8.1 Validity

Validity is the extent to which research instruments measure what they are intended to measure

(Oso & Onen, 2008). The researcher used the expert judgments of his supervisors to verify the validity of the instruments. To assess this, the two supervisors were contacted to evaluate the relevance of each item in the instruments to the objectives. The experts rated each item as either relevant or not relevant. Validity was determined using Content Validity Index (C.V.I).

C.V.I = items rated by both judges divided by the total number of items in the

questionnaires as shown hereinafter.

$$\text{CVI} = \frac{\text{Average number of items rated relevant}}{\text{Total no. of items}}$$

As recommended by Amin (2005), for the instrument to be valid, the C.V.I should be at least 0.7.

R is Relevant. N is Neutral, and IR is irrelevant. The closer the value to 1. the more valid is the instrument (Amin. 2005).

Score from supervisor 1: R=70%, N=5%, IR=10% result= 82%

Score from supervisor 2: R=70%, N=5%, IR=15% result= 79%

From the two supervisors the average score was 80.5 % which made the questionnaire content valid.

The researcher used the same Interview Schedule on all the interviewees and cross check the answers with the organization's documents. According to Sarantakos (1993), validity is the property of a research instrument that measures its relevance, precision and accuracy. Validity tells the researcher whether an instrument measures what it is supposed to measure and whether this measurement is accurate and precise. It measures the quality of the process of measurement, and one that reflects the essential value of a study, and which is accepted, respected and indeed expected by the researchers and users of research.

3.8.2 Reliability

To ensure reliability of quantitative data, the Cronbach's Alpha Reliability Coefficient of Likert-Type Scales test was performed. In statistics, Cronbach's alpha is a coefficient of reliability. It is commonly used as a measure of the internal consistency or reliability of a psychometric test score for a sample of examinees. According to Sekaran (2003) some

professionals as a rule of thumb, require a reliability of 0.70 or higher (obtained on a substantial sample) before they use an instrument. Upon performing the test, the results that will be 0.7 and above was considered reliable. The results of the Cronbach test was provided in the appendix of the final report.

Table 3:1Reliability of the Questionnaire

Variable	Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
Quality of lecturers' services	.439	.436	3
University Facilities	.680	.667	5
University Management	.816	.815	11
Strikes	.719	.722	6

Source: Field Data

The instrument was found to be valid in this study at above 0 .60. The researcher used Alpha co-efficient to establish the degree to which the questions used in a survey elicit the same type of information each time they are used under the same conditions. The results obtained were compared to the threshold of 0.60 recommended for social research by Odiya (2009).

3.9 Data Collection Procedures

The researcher obtained a letter from Uganda Management Institute introducing him to the Kyambogo University and specifying that the data to be collected was solely for study purposes. Upon obtaining the requisite permission, the researcher proceeded with the data

collection starting with giving out questionnaires to Kyambogo University teaching staffs. After that, interviews were conducted with administrative staffs and deans of Kyambogo University.

3.9.1 Quantitative data Analysis

Quantitative data analysis involved use of both descriptive and inferential statistics in the Statistical Package for Social Scientists (SPSS). Descriptive statistics entailed determination of measures of central tendency such as mean, mode, and median, measures of dispersion such as range, variance, standard deviation, frequency distributions, and percentages. Data was processed by editing, coding, entering, and then presented in comprehensive tables showing the responses of each category of variables. Inferential statistics included correlation analysis using a regression coefficient in order to answer the research questions. According to Sekaran (2003), a correlation study is most appropriate to conduct the study in the natural environment of an organization with minimum interference by the researcher and no manipulation. A correlation coefficient was computed because the study entailed determining correlations or describing the association between two variables (Oso & Onen, 2008).

3.9.2 Qualitative data analysis

Qualitative data analysis involved both thematic and content analysis, and was based on how the findings related to the research questions. Content analysis was used to edit qualitative data and organize it into meaningful shorter sentences. Thematic analysis was used to organize data into themes and codes were identified (Sekaran, 2003). After data collection, information of same category were assembled together and their similarity with

the quantitative data created, after which a report was written. Qualitative data was interpreted by composing explanations or descriptions from the information. The qualitative data was illustrated and substantiated by quotation of descriptions.

3.10 Measurement of variables

Mugenda and Mugenda (2003) support the use of nominal, ordinal, and Likert type rating scales during questionnaire design and measurement of variables. The nominal scale was used to measure such variables as gender, marital status, and terms of employment, among others. The ordinal scale was employed to measure such variables as age, level of educations, years of experience, among others. The five point Likert type scale

(1 strongly disagree, 2- disagree, 3 not sure, 4- agree and 5 strongly agree) was used to measure the independent variable (Organizational factors) and the dependent variable (Strikes). The choice of this scale of measurement is that each point on the scale carries a numerical score was used to measure the respondent's attitude and it is the most frequently used summated scale in the study of social attitude. According to Mugenda (2003) and Amin (2005), the Likert scale is able to measure perceptions, attitudes, values and behaviors of individuals towards a given phenomenon.

3.11 Ethical considerations

The researcher and the research assistants used the introductory letter from Uganda management Institute and also obtained permission from Kyambogo University secretary to collect data and access some university documents deemed necessary for the study , during the study the researcher was careful to respect human dignity and secure informed consent from the respondents.

Throughout the study , the research acknowledged all borrowed work and information by citation , and collected factual informational from all respondents

The researcher also did not disclose the identity and privacy anonymity of the participating respondents and keep very utmost confidentiality and secrets and privacy of the participants by not including names and information that was given by the respondents and used the information purely for research and study purpose(sarantakos,2005)

The researcher also sought for voluntary consent of the respondents and had to first tell them the objectives of the study, it was upon this ethical background and considerations that the respondents willingly gave in their views (Israel & Hay 2006)

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF RESULTS

4.1 Introduction

The purpose of the study was to investigate the organizational factors leading to strikes in institutions of higher learning in Uganda using a case of Kyambogo University. It sought to achieve the following objectives; to explore the relationship between provision of university facilities and strikes in Kyambogo University, to establish the relationship between University management styles and strikes in Kyambogo University, to examine the quality of lecturers' services and strikes in Kyambogo University.This chapter presents data collected using the questionnaire and interviews. The corresponding interpretations also follow each presentation. The results of the study are presented according to the study objectives and research questions. The findings in this chapter were also arrived at by analyzing and interpreting the available data using SPSS and Microsoft Excel software. All the responses are presented in terms of frequencies, percentages, mean, standard deviation ,Pearson correlation matrices and regression models which are displayed in tables. The statistical data from the quantitative part of the questionnaire was also supported by the qualitative data of the study from the interviews .The quantitative data was analysed based on a Likert's scale of 1- (Strongly disagree) to 5-(Strongly agree scale rate).

4.2 Response Rate

The total number of respondents who constitute the sample used in this dissertation are summarised in Table 4.1 below.

Table 4. 1 Showing the Response Rate

Nature of Response	**Frequency**	**Percentage**
Staff &students		
Response	113	96%
Non-response	5	4%
Total	**118**	**100**

Source: *Primary Data*

The total of respondents was one hundred eighteen (118) where one hundred thirten (113) questionnaires were returned and all the 26 interviews were conducted .The response rate was therefore ninety six percent (96%) as shown in Table 4.1above. Sorry Darren sherka (2002) he says that for a study to score above 80% it shows that the study was perfectly done meaning that all questions were perfectly understood by all the respondents from the study. Therefore, the results were considered representative of what would have been obtained from the population.

4.3 Characteristics of the respondents

The background information of the respondents was considered necessary because the ability of the respondents to give satisfactory information on the study variables may be affected by their background. This information was about the respondents' gender, age, and education level, duration in current employment, department and position held in organisation. The purpose of collecting background information about the respondents was to help in establishing the sample characteristics and to be able to form appropriate opinion about the research findings.

Table 4. 2 Level of Education

The researcher obtained data on the education level of respondents with an aim of establishing whether there is a close relationship between education level and he quality of lecturers' services..

		Frequency	Percent	Cumulative Percent
Valid	First Degree	13	15.1	16.3
	Master Degree	52	60.5	81.3
	PHD	13	15.1	97.5
	Certificate	2	2.3	100.0
	Total	80	93.0	
Missing	System	6	7.0	
Total		86	100.0	

Source: *Primary Data*

The findings in Table 4.2 above revealed that the majority of the respondents had attained a Masters degree and these accounted for 60.5% of the total sample; 15.1% are holders of a first degree, 15.1% had obtained a PHD qualification while 2.3% had obtained a certificate . With the above statistics, we can say that since a substantive number of the respondents have the basic qualifications of a Masters degree and above it showed that the respondents who participated were qualified to conduct the institution's operations since over 60% of the respondents had attained the required institutional education level (from Masters to PhDs).

Table 4. 3 Duration of respondents in the institution

		Frequency	Percent	Cumulative Percent
Valid	0-5 years	36	41.9	41.9
	6-10 years	21	24.4	66.3
	11-15 years	17	19.7	86.0
	16-20 years	7	8.2	94.2
	Over 20 years	5	5.8	100.0
	Total	86	100.0	

Source: *Primary Data*

Duration of respondents in the institution was chosen as one of the characteristics so as to ascertain the respondents' experience with the institution operations. The study results showed that 41.9% of the respondents had been in the university for 0-5 years, 24.4% for 6-10 years, 19.7% for 11-15 years and 8.2% for 16-20 years and 5.8% for over 20 years. Since 55% of the respondents were in the institution for over 6 years this is an implication that the information obtained was from respondents who had enough experience with the institutions undertakings.

Table 4. 4 Level of education and Gender

			What is your sex?			Total
			Male	Female	5	
What is your highest educational qualification?	First degree	Count	7	5	1	13
		% within What is your sex?	14.6%	16.1%	100.0%	16.2%
	master degree	Count	30	22	0	52
		% within What is your sex?	62.5%	71.0%	0.0%	65.0%
	P hD	Count	10	3	0	13
		% within What is your sex?	20.8%	9.7%	0.0%	16.2%
	Certificate	Count	1	1	0	2
		% within What is your sex?	2.1%	3.2%	0.0%	2.5%
Total		Count	48	31	1	80
		% within What is your sex?	100.0%	100.0%	100.0%	100.0%

Source: *Primary Data.*

Table 4.4 shows the level of education and gender of respondents. Of the male respondents, 14.6% had obtained a first degree, 62.5% had obtained a Masters degree, 20.8% had obtained a PHD, 2.1% had obtained a certificate .This could imply that majority

of the male respondents had obtained a basic education level of a first degree and above with 77.1% . Of the female respondents 16.1% had obtained a first degree, and 71% had obtained a Masters degree , 9.7% had obtained a PHD, 3.2% had obtained a certificate. This could imply that majority of the female respondents had obtained a basic education level of first degree and above with a 87.1% . This is a very good statistic in respect to the respondents as both the male and female participants had obtained at least a basic level of education that is a first degree.

4.4 Interpretation of Empirical findings

This part of the study presents inline with the study variables that are a basis of study objectives. The section presents analyses and interprets views and opinions of respondents from questionnaires administered, interviews conducted and documents reviewed according to the objectives of the study.

4.4.1 To examine the quality of lecturers' services and strikes in Kyambogo University.

The first objective of the study was to examine the quality of lecturers' services and strikes in Kyambogo University. The findings of this objective were gathered from questionnaires from respondents and their views on quality of lecturers' services. The variable was measured using 3 items scored on five point Likert scale of 1=strongly disagree, 2= Disagree, 3=Neutral, 4=Agree, 5= strongly agree. The results from the analysis are displayed in Table 4.5 below.

Table 4. 5 Respondents Views On quality of lecturers' services

	N	**SA**	**A**	**NS**	**DA**	**SDA**	M	Mean	Std. Deviation
Students normally get their examinations results in time	80	24%(19)	45%(36)	0%	22%(18)	9%(7)	6	3.53	1.312
Examinations are normally set, moderated and handed over in time	80	28%(22)	61%(49)	0%	6%(5)	5%(4)	6	4.00	.994
Lecturers are normally paid in time and are contented with their pay	78	15%(12)	15%(12)	3%(2)	28%(22)	39%(30)	8	2.41	1.507

Source: ***Field Primary Data***

Key: SD= strongly disagree, D=Disagree, NS = Not sure, A= Agree, SA=strongly agree, M-Missing

From the table 4.5 above, the respondents were asked whether Students normally get their examinations results in time. The results from the study revealed that, of the total respondents (80%), 69% of the respondents were in agreement as shown by the statistics, 31% disagreed and with a mean of 3.53 and standard deviation of 1.312. The different statistics informed that as part of quality of lecturers' services, from the 69% level of agreement with a mean of 3.53 and a deviation of 1.312 this shows that the lecturers deliver according to the students which is a positive aspect about the university. This was in

comparison to the 31% level of disagreement the 31% who implies that they are not aware of this aspect.

This calls for the university to uphold this virtue. However, the 31% who disagree are an indicator that there is something to be done in as far as quality of lecturers' services, is concerned; probably there is need for more assertiveness.

In determining whether Examinations are normally set, moderated and handed over in time, the study revealed that; of the total respondents, 89% of the respondents were in agreement as shown with the statistics, 11% disagreed with a mean of 4.00 and a minimal deviation of 0.994. From the statistics above it shows that examinations are normally set, moderated and handed over in time. From the 89% level of agreement in comparison to 11% level of disagreement this is a plus to the university. However the 11% who disagreed could imply that they may not be in the know or this aspect doesn't concern them.

This was further supported in the interviews as one of the key informant who was an officer who said,

"*This is an area where the university council delivers and should not be compromised this is because examinations are a key benchmark to the quality of students the university produces" (Key Informant A,16th Oct,2015)*

From the findings above it shows that the university council delivers on an area of setting of Examinations, moderation and handing over them in time, which should be upheld by Kyambogo University as it enhances a non-strike free environment.

On whether Lectures are normally paid in time and are contented with their pay; respondents were asked to state the extent to which they approved with the above. Of the total respondents, 30% of the respondents were in approval that the lecturers are normally paid in time and are contented with their pay, 67% disagreed and 3% neutral with a mean of 2.41 and standard deviation of 1.507. From the statistics above, it shows that the University has some work to be done with a paltry 30% who concurred that this is done in comparison to the 67% who were in disagreement. On the 3% who were neutral this implies that they were either not aware or its is a no point of concern to them.

In an interview with one of the lecturers, he had this to say,

"Largely our pay comes in time but we are not contented with what we receive in comparison to the East African university lecturers we earn peanuts" (Key Informant B,16th Oct,2015)

From the findings above it shows that Lectures are normally paid in time but are not contented with their pay, this is something to be worked on by the university council to avoid strikes in Kyambogo university.

Table 4. 6 Relationship between quality of lecturers' services and strikes in Kyambogo University

Correlations

		Quality of lecturers' services	strikes
Quality of Lecturers' Services	Pearson Correlation	1	.236*
	Sig. (2-tailed)		.044
	N	80	73
Strikes	Pearson Correlation	.236*	1
	Sig. (2-tailed)	.044	
	N	73	78

*. Correlation is significant at the 0.05 level (2-tailed).

***Source:* Field Primary Data**

From the table 4.6, above it is indicated that there is a significant impact between the quality of lecturers' services and persistent strikes in Kyambogo University. (r=.236, P=0.044). The study clearly reveals that there is a significant impact between the quality of lecturers' services and persistent strikes in Kyambogo University.

In the study, one of the lecturers noted and said;

"The quality of lecturers is not very wanting because most of the lecturers have at least a Master's degree and in correlation to their deliverables these lecturers really do their best amidst these poor conditions because they signed to teach and ensure quality students are

released at the end of their university tenure so I can tell you the quality is a bit fine at least in the university" (Key Informant C,18th Oct,2015)

It is shown from the above findings that at least the quality of lecturers is at least okay which is a plus and needs to be upheld by the University council.

From table 4.6 above, it implies that there is a significant impact between the quality of lecturers' services and persistent strikes in Kyambogo University. This stands at 23.6%. This seems to suggest that the quality of lecturers' services at Kyambogo University has a minimal effect on strikes at this institution. This also shows that for any institution to develop steadily, staff or key stakeholders need to uphold quality of service delivered in order to enhance a non-free strike environment.

4.3.2 Regression analysis of results

On the basis of the results obtained indicating a relationship between quality of lecturers' services and persistent strikes in Kyambogo University, an analysis was done using regression analysis to ascertain the extent to which quality of lecturers' services influence persistent strikes in Kyambogo University. Table 4.7 below is the summary of this.

Table 4. 7 .Quality Of Lecturers' Services and strikes results

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.246	.372		11.415	.000
	Quality of Lecturers' Services	-.334	.163	-.236	2.048	.044

a. Dependent Variable: Strikes

The results in table 4.7, show standardized regression coefficient (Beta) was statistically significant by Beta=0.236. t=2.048, P=0.000. This shows that any unit change in Quality Of Lecturers' Services led to a negative change in the strikes of 23.6% . Poor Quality Of Lecturers' Services can contribute negatively to strikes yet, an non improvement in Quality of Lecturers' Services would enhance persistent strikes in Kyambogo University.

Table 4. 8 Regression Model summary

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.236[a]	.056	.042	.99995	.056	4.192	1	71	.044

a. Predictors: (Constant), Quality of Lecturers' Services'

From the summary in table 4.8 above shows adjusted R^2 value of 0.042 between Quality Of Lecturers' Services and strikes which is suggesting that Quality of Lecturers' Services alone predicted 4.2% of the variance in strikes The adjusted $R^2 = 0.042$ at significance 0.044 suggested that Quality Of Lecturers' Services was a valid predicator of persistent strikes in Kyambogo University. This implies that only 4.2 %(0.042*100%) variation can be explained by the Quality of Lecturers' Services and the 95.8% can be explained by other factors.

4.5 To explore the relationship between provision of university facilities and strikes in Kyambogo University.

The second objective of the study was to explore the relationship between provision of university facilities and strikes in Kyambogo University.

The findings of this objective were gathered from questionnaires and interviews from respondents . The objective was measured using 5 items scored on five point Likert scale of 1=strongly disagree, 2= Disagree, 3=Neutral, 4=Agree, 5= strongly agree. The results are displayed in Table 4.9 below.

Table 4. 9 Respondents Views On provision of university facilities

	N	**SA**	**A**	**NS**	**DA**	**SDA**	M		Mean	Std. Dev
The University have enough furniture, computers, science laboratory, workshop, computer laboratory, internet, services for all the students	80	6%(5)	16%(13)	6%(5)	45%(36)	26%(21)	6	2.31	1.208	
Halls of residence in the University and public places of convenience. E.g. toilets are always kept clean well maintained	78	5%(4)	25%(20)	3%(2)	40%(31)	27%(21)	8	2.42	1.274	
There is good security and security measures at the university	85	9%(8)	38%(32)	2%(2)	34%(29)	16%(14)	1	2.89	1.328	
There are enough modern books in the library for lectures and students to use	85	9%(8)	22%(19)	1%(1)	41%(35)	26%(22)	1	2.48	1.342	
There are good transport services to and from the university	85	13%(11)	45%(38)	7%(6)	28%(24)	7%(6)	1	3.28	1.211	

Key: SD= strongly disagree, D=Disagree, NS = Not sure, A= Agree, SA=strongly agree,M= Missing

Source: ***Field Primary Data***

From the table 4.9 above, the respondents were asked whether the University have enough furniture, computers, science laboratory, workshop, computer laboratory, internet, services for all the students. The results from the study revealed that, of the total respondents, 23%

of the respondents were in agreement as shown by the statistics and 71 % disagreed and 6% disagreed with a mean of 2.31 and deviation of 1.208. The different statistics implied that as part of provision of university facilities, the university is lacking as agreed from the finding with a very minimal 23% in agreement in comparison to the 71% who disagreed.

From the findings above this shows that the university should check this situation. However, the 71% who disagreed this shows that this is an indicator that there is something to be done in as far as provision of university facilities is concerned.

On whether the halls of residence in the University and public places of convenience. E.g. toilets are always kept clean well maintained the study revealed that; of the total respondents, 30% of the respondents were in agreement as shown with the statistics ,67% disagreed and 3% were Neutral with a mean of 2.42 and a minimal deviation of 1.274. From the findings above this shows that Halls of residence in the University and public places of convenience. E.g. toilets are not always kept clean well maintained as shown by 30% agreeing with 67% disagreeing .The 3% who were neutral this implies that it is not a key issue to them.

This was further eluded in the interviews as one of the officers said,

"Ideally some places of convenience are really bad and this needs to be addressed as they do not reflect the worthiness of the university at large….we need to tackle this situation." (Key Informant D,18th Oct,2015)

This shows that the university has work to be done in as far maintaining these places of convenience in order to avoid strikes at the university campus is concerned

On whether there is good security and security measures at the university; respondents were asked to state the extent to which they agreed with the above. Of the total respondents, 47% of the respondents were in approval that there is good security and security measures at the university 51% disagreed and 2% were Neutral with a mean of 2.89 and deviation of 1.328. From the statistics above, this showed that 47% were in agreement while also 51% were in disagreement that there is no good security and security measures at the university. This calls for an ardent review of security measures at the university.

The above findings were in line with an interview with one of the lecturers , he had this to say,

"Security is a paramount to our students and if it is not maintained then the university will go to dogs .....Ideally students have lost property and lives in our university boundariess so the university council needs to address this issue urgently" (Key Informant E,18th Oct,2015)

This is a key attribute which should be highly taken into consideration by the university so that there is good security and security measures at the university.

From the findings of the study on whether, there are enough modern books in the library for lecturers and students to use; respondents were asked to state the extent to which they concurred with the above. Of the total respondents, 32% of the respondents were in approval that there are enough modern books in the library for lecturers and students to use, 67% disagreed and 1% were Neutral with a mean of 2.48 and standard deviation of 1.342. From the statistics above this is a key attribute which should be addressed by the university since a 67% said that there are not enough modern books in the library for lecturers and students to use. The 1% who is not sure this implies either they are not aware or this issue

is not their concern. Basing on the findings above university should grossly improve on the modern books in the library for lecturers and students to use as universities are known for research.

In determining whether there are good transport services to and from the university the study revealed that; of the total respondents, 58% of the respondents were in agreement that there are good transport services to and from the university while 35% disagreed and 7% not sure.

This was further supported in the interviews as one of the respondents said,

"*The roads in the university are so how good though some still having pot holes though the Estate department tries very much to improve the roads and path ways" (Key Informant F,20th Oct,2015)*

This is a key attribute which should be highly taken into consideration by the university in order to avoid accidents and have a strike free environment in the university to the students.

Table 4. 10 Relationship between university facilities and strikes

		University Facilities	Strikes
University Facilities	Pearson Correlation	1	.713**
	Sig. (2-tailed)		.000
	N	51	48
Strikes	Pearson Correlation	.713**	1
	Sig. (2-tailed)	.000	
	N	48	78

**. Correlation is significant at the 0.01 level (2-tailed).

***Source:* Field Primary Data**

From the table 4.10, above it is indicated that there is a significant relationship between university facilities and strikes in Kyambogo University. (r=.713, P<.0.000). The study therefore validated the objective there is a significant impact between provision of university facilities and present strikes in Kyambogo University.

The study noted that from one of the student leaders who said

"Our facilities are in dire state I believe you have seen our wash rooms the dining halls and the accommodation centers we need an improvement sometimes we feel sorry for our students who have time immemorial using these facilities they need a facelift" (Key Informant A,16th Oct,2015)

From the table above it implies that with university facilities and strikes, there is a significant relationship with the students' adherence to strikes at 71.3 % it shows that the university should take this key virtue hence not leading to strikes amongst students.

4.3.5 Regression analysis of results

On the basis of the results obtained indicating a relationship between university facilities and present strikes in Kyambogo University, an analysis was done using regression analysis to ascertain the extent to which university facilities influences present strikes in Kyambogo University. Table 4.8 below is the summary of this.

Table 4. 11: University Facilities and Strikes Results

Coefficients[a]

Model	Un standardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	.811	.353		2.294	.026
University Facilities	.809	.117	.713	6.892	.000

a. Dependent Variable: Strikes

***Source:* Field Primary Data**

The results in table 4.11 show standardized regression coefficient (Beta) was statistically significant by Beta=-0.713. t=6.892, P=0.000. This shows that change in University Facilities results leads to a positive change in present strikes in Kyambogo University of 71.3% and has a greater positive coefficient at value 6.892 than the standardized

coefficients of value 0.026, hence it is significant. Thus improvement, in University Facilities would enhance a strike free environment in Kyambogo University. On the other hand poor University Facilities would contribute negatively on present strikes in Kyambogo University.

4.6 To establish the relationship between University management styles and strikes in Kyambogo University.

The findings of this objective were gathered from questionnaires and interviews from respondents. These were measured using 11 items scored on five point Likert scale of 1=strongly disagree, 2= Disagree, 3=Neutral, 4=Agree, 5= strongly agree the results from the process of are displayed in table below.

Table 4. 12 Respondents views on University management styles

	N	**SA**	**A**	**NS**	**DA**	**SDA**	M	Mean	Std. Deviation
Does the top management involve lecturers in the decision making of the university	84	10%(8)	44%(37)	7%(6)	27%(23)	12%(10)	2	3.12	1.255
Top management normally pay lecturers in time	83	6%(5)	20%(17)	2%(2)	42%(35)	29%(24)	3	2.33	1.260
There is good working relationship between top management and the lecturers.	83	5%(4)	47%(39)	8%(7)	22%(18)	18%(15)	3	2.99	1.274
There is good working relationship between top management and the students	84	7%(6)	57%(48)	15%(13)	17%(14)	4%(3)	2	3.48	.975
There is good working relationship between top management and the university council	85	12%(10)	48%(41)	20%(17)	15%(13)	5%(5)	1	3.47	1.042
Top management is always autocratic in their management style	84	2%(2)	29%(24)	26%(22)	30%(25)	13%(11)	2	2.77	1.079
Top management uses laissezes-faire management style in their management	83	5%(4)	22%(18)	24%(20)	33%(28)	16%(13)	3	2.66	1.129
Top management is democratic in their management styles.	83	12%(10)	34%(28)	13%(11)	25%(21)	16%(13)	3	3.01	1.311
Top management is competent in decision making and makes firm decisions.	84	7%(6)	40%(34)	7%(6)	36%(30)	10%(8)	2	3.00	1.202
Top management normally delegate authority to their junior's i.e. lecturers.	84	11%(9)	37%(31)	13%(11)	29%(24)	10%(9)	2	3.08	1.234
There is clear chain of communication between top management and lecturers and are frequent	82	6%(5)	46%(38)	4%(3)	28%(23)	16%(13)	4	2.99	1.281

Key: SD= strongly disagree, D=Disagree, NS = Not sure, A= Agree, SA=strongly agree

***Source:* Field Primary Data**

From the table 4.12 above, the respondents were asked whether the top management involve lecturers in the decision making of the university. The results from the study revealed that, of the total respondents(84), 54% of the respondents were in agreement as shown by the statistics, 39% disagreed and 7% were Neutral. The above statistics implied that with 54% in agreement that top management involve lecturers in the decision making of the university this is commendable in comparison to the 39% who disagreed this can be interpreted that the top management believe in the contribution of the other stakeholders in the university which is a positive attribute.. The implication of those who disagreed and not sure is that may they have never been involved in decision making this is an indicator that there is gap which needs to be worked on as far as decision making process is concerned.

The findings are supported by interview results where one interviewee said;

"*This is clearly shown in the meetings we get involved in .Meetings are called all staff are allowed to participate equally if you have a valid pint to put across." (Key Informant D,18th Oct,2015)*

The above findings show that top management values lecturers in the decision making of the university and basing from those findings this shows that this is a plus to the university

On whether Top management normally pay lecturers in time; respondents were asked to state the extent to which they agree with the above. Of the total respondents (83), 27% of the respondents were in approval that Top management normally pay lecturers in time, 71% disagreed and 2% were Neutral. From the statistics above, this shows that the university council is very weak in this area which is a negative for its staff and should be keenly address by the management and thereby improve their organisational performance and avoid strikes in the institution.

In order to find out whether, there is good working relationship between top management and the lectures; respondents were asked to state the extent to which they agreed with the above. Of the total respondents(83), 52% of the respondents were in approval that there is good working relationship between top management and the lecturers, 40% disagreed and 8% were not sure. From the statistics above with 52% in agreement this was a positive to the university management in comparison to the 40% who were in disagreement. The 8% who were not sure this might not be a point of concern to them.

In an interview with one of the managers, he had this to say,

"The top management at times cascades information down to the lecturers which I find positive about our working relations hip with the top governing council" (Key Informant C,18th Oct,2015)

This is a key attribute which should be upheld by university management to avert the 40% of the staff who are not satisfied.

In determining whether there is good working relationship between top management and the students, the study revealed that; of the total respondents (84), 64% of the respondents were in agreement that there is good working relationship between top management and the students while 20% disagreed and 15% not sure.

This was further supported in the interviews as one of the respondents said,

"*Most times communication to students is done through notice boards which I find very well in building the relationship of top management and the students though some students want to be talked to at all times"*

This shows university management is doing well in respect to building the relationship of top management and the students which should be upheld.

From the findings of the study the respondents were asked if there is good working relationship between top management and the university council, respondents were asked to state the extent to which they agreed with the above. Of the total respondents, 60% of the respondents were in approval that there is good working relationship between top management and the university council while 20% disagreed and 20 % said they were not sure.

From the statistics above, this shows that the top management is doing a worthwhile job in building a good working relationship between top management and the university council with 60% in agreement in comparison to 20% in disagreement which is a positive on the side of management. This is a key attribute which should be upheld as if poorly carried out may greatly degenerate the organisational performance and lead to strikes .

The respondents were asked whether the top management is always autocratic in there management style. The results from the study revealed that, of the total respondents, 31% of the respondents were in agreement as shown by the statistics,43% disagreed and 26% not sure. The different statistics implied that as part of the university management style, some employees feel it the autocratic style used by the university management. Those that disagreed could imply that they perceive the university to use a non autocratic style of leadership.

This key aspect in enhancing a non strike environment and should not be neglected by the university management.

In determining whether top management uses lassies-faire management style in their management, the study revealed that; of the total respondents(83), 27% of the respondents were in agreement as shown with the statistics, 49% disagreed while 24% said not sure.

From the findings above this shows that some employees perceive the university to use a lassies-faire management style with 27% in agreement in comparison to the 49% who were in disagreement. This is a critical aspect which should not be neglected by university management to enhance a non strike environment. The 24% who were not sure this implies that either they are not aware of the leadership style or it is not a point of concern to them which provides university management some cut out work to do to enhance a non strike environment.

On whether, the top management is democratic in their management style; respondents were asked to state the extent to which they concurred with the above. Of the total respondents(83), 46% of the respondents were in approval of that, 41% disagreed while 13% said not sure. From the statistics above with 46% in agreement in comparison to the 26% in disagreement this is a plus for university management .This is a key attribute which is highly desirable for staff at the university. With the small level of agreement this aspect should not underscored. While the 41% who were not sure this implies that either university management style is not understood or it's the staff that are not keen about the happenings in the institution.

From the findings above this shows that university management should take keen interest in this virtue. However, the 26% who disagreed this shows that this is an indicator that there is something to be done in as far as university management style and awareness concerned.

On whether top management is competent in decision making and makes firm decisions, the study revealed that; of the total respondents (84), 48% of the respondents were in agreement as shown with the statistics, 45% disagreed and 7% were Neutral with a mean of 3 and a minimal deviation 1.202. From the findings above this shows that a paltry number

of staff of university is aware of the competence in decision making as shown by 48% of the staff with 45% disagreeing of not knowing the level of competence in decision making. The 7% who were neutral this implies that either they are not aware of the competence in decision making or it is not a key issue.

This was further eluded in the interviews as one of the officers said,

"*Sometimes the decisions taken are very quick and one thinks are they well thought or do they know the repercussions of these decisions"*

This shows that university management has some effort to become competent in decision making and making firm decisions.

On whether top management normally delegate authority to their junior's i.e. lecturers; respondents were asked to state the extent to which they agreed with the above. Of the total respondents, 48% of the respondents were in approval that top management normally delegate authority to their junior's i.e. lecturers. 39% disagreed and 13% were not sure. From the statistics above, this showed that 48% were in agreement while also 39% were in disagreement that the top management normally delegate authority to their junior's. This calls for more delegation by the top management as this really exemplifies trust in the junior staff. The 13% who were not sure that they normally take part in the decisions or they are not aware.

This is a key attribute which should be highly taken into consideration by the university management so as to promote juniors and thereby improve on the non strike environment.

From the findings of the study on whether, there is clear chain of communication between top management and lecturers and are frequent; respondents were asked to state the extent to which they concurred with the above. Of the total respondents (82), 52% of the

respondents were in approval that there is clear chain of communication between top management and lecturers, 44% disagreed and 4% were not sure. From the statistics above this is a key attribute which should be addressed by university management since a recognisable 44% is not satisfactory as there is clear chain of communication between top management and lecturers. The 4% who were neutral this implies either they are not aware or they have decided to neglect this issue.

The above findings shed more light in respect to an interview with one of the lecturers; who had this to say,

"Sometimes one wonders who communicates to who because sometimes it the vice chancellor and other times the university spokesperson so this needs to be well established"

Basing from the findings above the university management also has some work cut out for them to in respect to clearing the chain of communication between top management and lecturers.

Table 4. 13 Relationship between University management styles and strikes in Kyambogo University.

		University management styles	strikes
University management styles	Pearson Correlation	1	.790**
	Sig. (2-tailed)		.000
	N	80	75
strikes	Pearson Correlation	.790**	1
	Sig. (2-tailed)	.000	
	N	75	78

**. Correlation is significant at the 0.01 level (2-tailed).

***Source:* Field Primary Data**

From the table 4.13 above it is indicated that there is a significant relationship between university management styles and persistent strikes in Kyambogo University. (r=.790, P<.0.000). From the table above, it implies that there is a significant relationship between University management styles and strikes in Kyambogo University at 79 %.

In respect to the discussions who had this to say "*sometimes the university council is autocratic in their decisions are made at top management like a decisions of paying tuition in the 1st month of commencement of a semester this was not done democratically it affected many students and hence a strike resulted had it been done democratically such scenarios would not be experienced at large."*

From the findings above this shows that the top management should improve in their management styles as this might be a key factor among the strikes at the university at large.

4.4.2 Regression analysis of results

On the basis of the results obtained the researcher established the relationship between University management styles and strikes in Kyambogo University, an analysis was done using regression analysis to ascertain the effect of University management styles and strikes in Kyambogo University. Table 4.11 below is the summary of this.

Table 4. 14 University management styles and strikes results

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.838	.250		3.344	.001
	University management styles	.834	.076	.790	11.012	.000

a. Dependent Variable: strikes

Source: ***Field Primary Data***

The results in table 4.14show standardized regression coefficient (Beta) was statistically significant by Beta=-0.790. t=11.012, P=0.000. This shows that change in the University management styles leads to a positive change in not having strikes of 79%.Thus any change in University management styles policy would enhance a non-strike environment at Kyambogo University.

Table 4. 15 Summary of overall regression analysis

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.019	.485		.040	.969
	Quality Of Lecturers Services	.078	.136	.049	.577	.567
	Provision Of University Facilities	.247	.115	.222	2.147	.038
	University Management Styles	.744	.151	.720	4.913	.000

a. Dependent Variable: Strikes

From the table above its shows that with a unit change of dependent variable (strikes) it results in 0.019 of the independent variables (organizational factors i.e. quality of lecturers'

services, provision of university facilities, and University management styles) and this shows that the effect is significant that is a change in organizational factors will greatly affect the strikes . This implies that Kyambogo University has to strongly uphold organizational factors so that a non-strike environment is improved.

Table 4. 16 overall model summary

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.868[a]	.753	.728	.57103	.753	29.732	4	39	.000

a. Predictors: (Constant), quality of lecturers' services, provision of university facilities, University management styles.

The table 4.16 above represents the overall regression results between the independent variable(organization factors) and the dependent variable(strikes). The model summary reveals that correlation coefficient (R) using the predicators quality of lecturers' services, provision of university facilities, and University management styles is 0.868 and adjusted R *square* is .728.

This implies that only 72.8 %(0.728*100%) variation in strikes can be explained by the three factors quality of lecturers' services, provision of university facilities, and University management styles while the remaining 27.2%of the variations can be explained by other factors.

CHAPTER FIVE

SUMMARY, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter presents the summaries of the findings, conclusions derived from the findings, and the recommendations that will help in improving to have a free strike environment in Kyambogo University. Based on the findings of the study. Areas for further study are also suggested.

The specific objectives of the study were; to explore the relationship between provision of university facilities and strikes in Kyambogo University, to establish the relationship between University management styles and strikes in Kyambogo University, to examine the quality of lecturers' services and strikes in Kyambogo University.

5.2 Summary of Findings

The study revealed a number of findings. These findings are summarised below.

5.2.1 To examine the quality of lecturers' services and strikes in Kyambogo University.

Under quality of lecturers' services as shown from table 4.6, it is indicated that there is a significant impact between the quality of lecturers' services and persistent strikes in Kyambogo University. (r=.236, P=0.044). The following were the key findings; Examinations are normally set, moderated and handed over in time and Students normally get their examinations results in time. These are key issues which clearly showed the key areas which should be upheld by kyambogo university.

5.2.2 To explore the relationship between provision of university facilities and strikes in Kyambogo University.

The correlation results revealed that there is a significant relationship between university facilities and strikes in Kyambogo University. (r=.713, P<.0.000). The key findings from the study were, the University does not have enough furniture, computers, science laboratory, workshop, computer laboratory, internet services for all the students, Halls of residence in the University and public places of convenience. E.g. toilets are always not kept clean and are not well maintained, and there are not enough modern books in the library for lecturers and students to use. From the above it shows that the university has some work to do to improve the above aspects like the accommodation centers, University and public places of convenience and equipping the modern library with modern books for lecturers' and students' to use.

5.2.3 To establish the relationship between University management styles and strikes in Kyambogo University.

This study revealed that there is a significant relationship between university management styles and persistent strikes in Kyambogo University. (r=.790, P<.0.000). The major findings were; the university top management does involve lecturers' in the decision making of the university; There is good working relationship between top management and the students, There is good working relationship between top management and the university council and There is clear chain of communication between top management and lecturers and are frequent however some areas needs to be worked on like Top management needs to pay lecturers in time and improve on the management styles to stop using the lassies-faire management style in their management and decision making.

5.3 Discussion of Findings

5.3.1 To examine the relationship between the quality of lecturers' services and strikes in Kyambogo University

The study results revealed that there is a significant relationship between the quality of lecturers' services and persistent strikes in Kyambogo University. (r=.236, P=0.044). The findings are in agreement with Asaolu (2010) who opined that effective learning in school occur when the stakeholders adequately perform their roles. This means that effective learning can be hindered when there is conflict among the stakeholders especially when one fails to perform his / her required responsibility and disrespect other's rights. Good human relations are important to teachers and student's wellbeing as well as effective learning (Asuquo, 2010). However, conflict in the university setting disrupts academic progress and adversely affects effective learning among the students').

Disruption occurs when academic activities are substantially interrupted or impeded as a result of strike action. (York University, 1996). According to Kazeen and Ige (2010) disruption in academic program resulting from strike leads to closure of university for a period of time. This period may be defined to be specified or indefinite. Both, explains at such periods, no academic activity takes place at schools and upon resumption student's in most times are denied opportunity to make up for lost times. Further the findings are in agreement with Odubela (2012) who concluded that an effective learning or an enhanced performance is achieved by successful covering of the subject syllabus timely and before the examination. This is rarely achieved with strike action in place. From the above review therefore, the researcher is of the view that disruption in academic program trauma, unpreparedness on the part of the students and lack of motivation, which sum up to non-

conducive environment for effective learning in secondary schools and universities, a situation that dampens human development.

On December 3rd, 2014, the University of Brighton was closed for the whole day following continuous disagreements between lecturers and University employers. Staff and teachers took strike action to raise awareness and fight back against the 13% decrease of pay that had been occurring since 2009. Picket lines formed, a rally took place and lecturers, along with fellow supporters, marched through the town in hope that their terms regarding their contracts, fair pay and equality issues would be met. They urges for students and public workers to support the action and many others joined the protest. However, there were still many students who were confused and annoyed after they were refused entry to the Libraries and campus facilities. It was clear that many did not agree with the strikes, instead they saw a loss of teaching hours and a direct attack on their education (Maisie Green 2014).

5.3.2 To explore the relationship between provision of university facilities and strikes in Kyambogo University.

The findings of the study indicated that there is a significant relationship between university facilities and strikes in Kyambogo University. (r=.713, P<.0.000). The results corroborated with (Ruto, 2009) who posits that Infrastructural facilities are very germane in educational institutions, particularly in the teaching-learning process (Monehin, 2003). It is unfortunate that inadequacy of infrastructural facilities such as class rooms, laboratories, Library, Staff Offices, and Workshops among others characterize the public Universities in Nigeria (saint et al., 2003). To worsen the situation, most of the available infrastructural facilities are in deplorable condition, which has been having negative effect on the training of students in the universities. The situation could be attributed to poor funding of the

universities by Government. Strikes at Kyambogo University has resulted into destruction of University facilities e.g. buildings, vehicles, and interruption of the normal running of the University and sometime closure of the University and this affects the teaching learning process due to the break in the semesters. Further still the findings were in conformity with Kayiira (2008) who noted that students at Nkumba University signed a memorandum of understanding with the University Senate in which it agreed to provide good sanitation, decent meals, a well-equipped Library and Improvements to the general academic environment. But instead, the Senate failed to address the student's needs as agreed. One of the students', only identified as Baptist, was found lamenting, cursing and pouring scorn: "We eat posho and beans with weevils from Monday to Sunday yet we pay a lot of Money, these guys should tell us where they take our money".

The then Guild president complained that, the University Administration had failed to comply with the students demands and students are always kept in as environment where bedbugs', fleas, lice, jiggers and rodents where their regular companions (Kayiira Kizito 2008).

The unhygienic environment had caused bubonic plague and other health hazards to many students. The president complained students were poorly fed and lecturers missed their lectures, instead referring students to the University Library- which was poorly equipped to meet the student's academic and intellectual demands. (Kayiira Kizito 2008).

5.3.3 To establish the relationship between University management styles and strikes in Kyambogo University.

The findings of the study indicated that there is a significant relationship between university management styles and persistent strikes in Kyambogo University. (r=.790, P<.0.000). The above findings were emphasized by what Rukundo (2009) noted in his

study on Relationship between management and strikes in two secondary schools of Ntungamo District. He identified the causes of strikes as being indiscipline among the students, failure of the administration to involve stake holders in decision making, harsh punishments, misuse of school funds, and failure of administration to respond to the warnings from students. Furthermore also Mathiu (2008) noted that there are consequently, several reasons were advanced by different stakeholders as the underlying root causes of riots in school. They included; Overloaded curriculum, autocratic school administration, drug and substance abuse, poor living conditions in schools, excessive use of corporal punishments, lack of an effective school guidance and counseling service, pressure for excellent academic performance, addiction of parental responsibility, incompetent board of governors, culture of impunity in the society, adolescence identity crisis and mass media campaigns.

5.4 Conclusions

5.4.1. To examine the relationship between the quality of lecturers' services and strikes in Kyambogo University.

During the study it was concluded that there is a significant relationship between the quality of lecturers' services and persistent strikes in Kyambogo University. However there are some considerations to be looked in among them were the university should pay Lectures in time and a fair remuneration should be disseminated to them in respect to their services. There are some areas which the university should uphold and applaud the lecturers for submitting Students examinations results in time and setting of Examinations and making sure they are, moderated and handed over in time.

5.4.2. To explore the relationship between provision of university facilities and strikes in Kyambogo University.

The correlations findings indicated that there is a significant relationship between university facilities and strikes in Kyambogo University. This formed a basis of some considerations to be made among them were the university should work on having enough furniture, computers, science laboratory, workshop, computer laboratory, internet, services for all the students, maintaining the cleanliness of Halls of residence in the University and public places of convenience. E.g. toilets and availing enough modern books in the library for lecturers and students to use. That noted there are some areas to be upheld by the university which include the good transport services to and from the university and at least there is good security and security measures at the university.

5.4.3. To establish the relationship between University management styles and strikes in Kyambogo University.

The correlation findings revealed Under Pearson product correlation moment coefficient indicated that there is a significant impact between university management styles and persistent strikes in Kyambogo University. However there are some key learnings to note which included the Top management should avoid the autocratic management style mixed with a lassies-faire management style and top management should normally pay lecturers in time. Auxiliary there are some areas to be upheld which included there is good working relationship between top management and the lecturers, there is good relationship between top management and the university council , the top management involve lecturers in the decision making of the university and lastly there is clear chain of communication between top management and lectures which is frequent.

5.5 Recommendations

The study came up with the following recommendations based on the findings and conclusions above;

5.5.1 Quality of Lecturers' Services and strikes in Kyambogo University.

It is recommended in this study that the university management should extremely improve the relationship between quality of lecturers' services and strikes in Kyambogo University it should focus on paying Lecturers in time with a fair remuneration disseminated to them in respect to their services. The university should also uphold and applaud the lecturers for submitting Students examinations results in time and setting of Examinations and making sure they are, moderated and handed over in time.

5.5.2 To explore the relationship between provision of university facilities and strikes in Kyambogo University.

It is recommended that the Management of Kyambogo University should work on having enough furniture, computers, science laboratory, workshop, computer laboratory, internet, services for all the students, maintaining the cleanliness of Halls of residence in the University and public places of convenience. E.g. toilets and availing enough modern books in the library for lecturers and students to use. Auxiliary to the areas above the university should uphold the good transport services to and from the university and the fairly good security and security measures at the university.

5.5.3 University management styles and strikes in Kyambogo University.

It is recommended that Kyambogo University management should make sure Top management should avoid the autocratic management style mixed with a lassies-faire management style and top management should normally pay lecturers in time. Auxiliary there are some areas to uphold which include the good working relationship between top

management and the lecturers, the good working relationship between top management and the university council , the top management involve lecturers in the decision making of the university and lastly there is clear chain of communication between top management and lecturers' which is frequent.

5.6 Limitations of the study and future research

The study had several limitations. The research focused on investigating organizational factors influencing strikes in institutions of higher learning in Uganda a case of Kyambogo University. Looking mainly at quality of lecturers' services, provision of university facilities and University management styles. Studies in future should extend to strategies and other factors like, university policy and regulations, quality of students admitted, university governing practices among others. Future researchers can focus on looking at the other factors other than those mentioned and studied.

Same respondents were not interested in taking part in the case.

The study was affected by the August 3rd - 15. 2015 support staff strike action.

The busy schedule of some top management affected their involvement to the interview.

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APPENDICES

APPENDIX A

QUESTIONNAIRES FOR STAFF (LECTURERS OF KYAMBOGO UNIVERSITY).

My name is Ojok Leonard a researcher and student of Uganda Management Institute. Mastering in Institutional Management and Leadership. You have been identified as the most resourceful respondent to respond to these guides sincerely and kindly, information provided shall be kept very confidential and secret and used for research purpose and add to the body of knowledge, tick the box that represent your view or fill in the blank spaces provided.

SECTION A (BIOGRAPHY AND QUALITY OF LECTURERS' SERVICES)

1. In which faculty do you teach?

A. Science B. Arts C. Vocational studies D. Economics E. Others- specify

2. What is your sex?

A. Male B.Female C. Hamprodiate

3. How long have you been teaching a higher institution of learning/ in Kyambogo University?

A. 0-5 years B.6-10 years C. 11-15 years D. 16-20 years E. Over 20 years

4. What is your highest educational qualification?

A. First degree B. master degree C. P hD D. certificate

5. How many publications have you published?

A. 1-2 B. 3-4 C. 5-6 D. 7-8 E. over 8

6. Students normally get their examinations results in time

A. Strongly agree B. agree C. Not sure D. Disagree E. Strongly disagrre

7. Examinations are normally set, moderated and handed over time

A. Strongly agree B. Agree C. Not sure D. Disagree E. Strongly disagree

8. Lectures are normally paid in time and are contented with their pay

A. Strongly agree B. Agree C.Not sure D.Disagree E. Strongly disagree

SECTION B: UNIVERSITY FACILITIES

9. The University have enough furniture, computers, science laboratory, workshop, computer laboratory,internet, services for all the students

A. Strongly agree B. Agree C. Not sure D. Disagree E. Strongly disagree

10. Halls of residence in the University and public places of convenience. E.g. toilets are always kept clean well maintained

A. Strongly agree B. Agree C. Not sure D. Disagree E. Strongly disagree

11. There is good security and security measures at the university

A. Strongly agree B. Agree C. Not sure D. Disagree E. Strongly disagree

12. There are enough modern books in the library for lectures and students to use

A. Strongly agree B. Agree C. Not sure D. Disagree E. Strongly disagree

13. There are good transport services to and from the university

A. Strongly agree B. Agree C. Not sure D. Disagree E. Strongly disagree

SECTION C: UNIVERSITY MANAGEMENT STYLES

14. Does the top management involve lecturer in the decision making of the university

A. Strongly agree B. Agree C. Not sure D. Disagree E. Strongly disagree

15. Top management normally pay lecturer in time

A. Strongly agree B. Agree C. Not sure D. Disagree E. Strongly disagree

16. There is good working relationship between top management and the lecturer.

A. Strongly agree B. Agree C. Not sure D. Disagree E. Strongly disagree

17. There is good working relationship between top management and the students

A. Strongly agree B. Agree C. Not sure D. Disagree E. Strongly disagree

18. There is good relationship between top management and the university council

A. Strongly agree B. Agree C. Not sure D. Disagree E. Strongly disagree

19. Top management is always autocratic in there management style

A. Strongly agree B. Agree C. Not sure D. Disagree E. Strongly disagree

20. Top management uses laissezes-faire management style in their management

A. Strongly agree B. Agree C. Not sure D. Disagree E. Strongly disagree

21. Top management is democratic in their management style

A. Strongly agree B. Agree C. Not sure D. Disagree E. Strongly disagree

22. Top management is competent in decision making and makes firm decisions.

A. Strongly agree B. Agree C. Not sure D. Disagree E. Strongly disagree

23. Top management normally delegate authority to their junior's i.e. lectures.

A. Strongly agree B. Agree C. Not sure D. Disagree E. Strongly disagree

24. There is clear chain of communication between top management and lectures and are frequent

A. Strongly agree B. Agree C. Not sure D. Disagree E. Strongly disagree

SECTION D: STRIKES

25. Strikes are brought about by poor management policies

A. Strongly agree B. Agree C. Not sure D. Disagree E. Strongly disagree

26. Strikes hinders educational studies of students

A. Strongly agree B. Agree C. Not sure D. Disagree E. Strongly disagree

27. Strikes are brought about poor coordination by top management to students

A. Strongly agree B. Agree C. Not sure D. Disagree E. Strongly disagree

28. Strikes are caused by students not being aware of ways to express their grievances

A. Strongly agree B. Agree C. Not sure D. Disagree E. Strongly disagree

29. Strikes are brought about by university not listening to other stakeholders

A. Strongly agree B. Agree C. Not sure D. Disagree E. Strongly disagree

30. Strikes project a poor image of the university at large.

A. Strongly agree B. Agree C. Not sure D. Disagree E. Strongly disagree

31. Why are many conflicts and strikes in Kyambogo University?

.....

.....

.....

32. Suggest measures that can be taken to address the above conflicts and strike issues.

.....

.....

.....

33. What in views should be done to address these challenges?

.....

.....

.....

34. Please feel free to provide any other information regarding this research project which you may feel has not been covered this questionnaire, if necessary attach a separate sheer of paper

Thank you very much for taking part of your time to complete this questionnaire and share your views and experience with me!

May the good lord bless you abundantly.

APPENDEX B (i)

INTERVIEW SCHEDULE FOR TOP MANAGEMENT OF KYAMBOGO UNIVERSITY

Dear Sir/ Madam,

I am ojok leonard a researcher on the "organizational factors and strikes in higher institution of learning in Uganda, a case study of Kyambogo University". This research is needed as partial fulfillment for the master in institutional management and leadership of Uganda management institute, Kampala with your verse experience and position in the university; you have been purposively selected for this study.

Kindly and sincerely assist by answering the following question as honestly as possible. The information and data provided shall be kept with anonymity and very confidential and secret and use purposely and purely for research purpose and to add on the body of knowledge.

SECTION A: UNIVERSITY FACILITIES

1. What is the current enrollment of the university?

   Male ,.....Female, ...Total, ...

2. How many are offering Arts course

   Male, ...Female .....Total.....

3. How many are offering science courses?

   Male .....Female .....Total,.....

4. Does the university have enough:-

(i) Class room (lecture rooms) (ii) Furniture(iii) Computers (iv) Science laboratory

(v) Workshop(vi) Computer laboratory(vii) Internet services

SECTION B: UNIVERSITY MANAGEMENT STYLES

5. How often do the top management meet with lectures

.....

.....

6. Are there minutes of the meeting

.....

7. How often are the lectures paid

.....

.....

8. Comment on the working relationship between top management and the lectures and non teaching staff

.....

.....

9. Comment on the working relationship, between top management and the governing council of the university.

.....

.....

10. Comment on the relationship between top management and student and the community

.....

.....

11. What leader style for top management regularly employ in the management of the university affairs.

.....

.....

SECTION C: QUALITY OF LECTURERS' SERVICES

12. How many lectures have;-

    a. Doctorate degree .....b. Masters degree.....

    c. .First degree.....…. d. Certificate and diplomas.....

13. How many lectures are

    a. Professors.....b. Associates professors.....

14. When do students obtain their examinations relates

    .....

15. Are examinations moderated and if yes by

    a. Who b. If no, why

Thank you very much for your considerate time and contribution

May the good lords bless and reward you abundant.

APPENDIX B (ii)

INTERVIEW SCHEDULE FOR STUDENTS` GUILD LEADERSHIP OF KYAMBOGO UNIVERSITY;-

Dear Sir/Madam,

I am Leonard Ojok a master student at **Uganda Management institute Kampala.** Currently carrying out a research study in partial fulfillment of the requirements for the award **of Master`S Degree in Institutional management and leadership of the Uganda management Institute**. My research study is focusing on Organizational factors and strikes in public Universities in Uganda: Using Kyambogo University as a case study;-

You have been identified as one of the core and resourceful informants on this study. Accordingly, I am kindly requesting you to spare your precious and valuable time and participate in this exercise by attending to this interview schedule.

The information given will be kept and treated with utmost confidentiality and will be used for academic purposes in addition to adding to the body of knowledge in higher Education management.

SECTION A: BIO DATA OF THE RESPONDENTS:-

1. In which faculty do you study?

   .....

   .....

2. Gender: (tick the relevant box)

   ☐ Male Female ☐

3. When did you join Kyambogo University?

   .....

4. When do you expect to complete your studies at Kyambogo University?

   .....

SECTION B UNIVERSITY FACILITIES:-

5. In your view does the University have sufficient

i) Class room (Lecture rooms)(ii) Furniture (iii) Computers

(iv) Workshop(v) Computer laboratory(vi) Internet services

For all the students at the University.

6. How clean are the halls of residence and the lecture rooms?

   ……..

7. Are there modern and enough text books in the library?

   ……

SECTION C: UNIVERSITY MANAGEMENT STYLES

8. How often do top management meet with the student`s Guild leadership?

   ……

9. Are there minutes of meeting?

   ……

10. Is there regular and clear channel of communication between the students` Guild leadership and the top management?

    ……

11. Comment on the working relationship between top management themselves.

    ……

12. Comment on the working relationship between top management and the lecturers and non teaching staff

…….

13 Comment the working relationship between top management and the governing council of the University.

……

14 Comment on the relationship between top management and students and the community

……

15 What leadership style do top management regularly employ in the management of the University affairs?

……..

SECTION D: QUALITY OF LECTURES' SERVICES:-

16. Do the lecturers normally start lectures immediately the semester starts?

……

17. Do the lecturers cover their workload in time

……..

18. Do the Students get timely assistance from lecturers?

……..

19. Do the students get enough and quality learning materials and guidance from lecturers

……

20. Are the Examinations results released in time?

……...

21. Comment on the quality of lecturers services at Kyambogo University.

……

……

22. Give any other relevant information you have for this

……

……..

Thank you very much for your considerate time and contributions.

May the good lord bless and reward you abundantly.

APPENDIX B (iii)

INTERVIEW SCHEDULE FOR THE UNIVERSITY COUNCIL MEMBERS OF KYAMBOGO UNIVERSITY:-

Dear Sir/ Madam,

I am leonard Ojok a master student at **Uganda Management Institute Kampala**. Currently carrying out a research study in partial fulfillment of the requirements for the award of **Master'sDegree in institutional Management and leadership of the Uganda Management Institute**. My research study is focusing on Organizational factors and strikes in public Universities in Uganda using Kyambogo University as a case study.

You have been identified as one of the core and resourceful informants on this study. Accordingly, I am kindly requesting you to spare your precious and valuable time and participate in this exercise by attending to this interview schedule.

The information given will be kept and treated with utmost confidentiality and will be used for academic purposes and nothing else in addition to adding to the body of knowledge in higher education Management.

SECTION A: BIO DATA OF THE RESPONDENTS

1. Gender: (tick the relevant box)

   Male ☐ Female ☐

2. When did you become a council member

   ……

3. When is the current university council term of office expected to end?

   …….

4. Which committee of the University council did you belong to?

   ……

SECTION B: - UNIVERSITY FACILITIES:-

5. In your view does the University have sufficient

(i) Class room (Lecture rooms) (ii) Furniture (ii) Computer (iv) Science Laboratory

(V) Workshop (vi) Computer laboratory (vii) Internet services

For all the students at the University

6. Comment on the general cleanliness of the Halls of residence of students and lecture rooms

   ……..

7. Are there modern and enough text books in the University Library?

   ……

SECTION C: - UNIVERSITY MANAGEMENT STYLES

8. How often does the top Management meet with the University council?

   ……..

9. Are there minutes of the meeting

   …….

10. Comment on the working relationship between the University top management themselves.

    ……

11. Comment on the working relationship between the top management and the lectures and non-teaching staff.

……

12. Comment on the working relationship between top management and the government council of the University.

……..

13. Comment on the relationship between top management, students and community.

……

14. What leadership style do top management regularly employ in the management of the University affairs?

……

SECTION D: - QUALIFY OF LECTURERS' SERVICES:

15. How do University council monitor and ensure quality of the lecturers services:-

……

16. Do lecturers normally start lectures immediately the semester starts?

……

17. Do students normally get their Examination results in time?

……..

18. When does the senate discuss student's results?

……

19. What measures has the quality assurance department put in place to ensure quality of lectures services?

……

20. Comment on the quality of lecturers services at Kyambogo University.

……

21. Give any other relevant information you could have for this study.

……..

Thank you very much for your considerate time and contributions

May the good lord bless and reward you abundantly.

APPENDIX D:-

RESEARCHER`S INTRODUCTION LETTER

UGANDA MANAGEMENT INSTITUTE

School Of Management Science

P.O. Box 20131

KAMPALA

UGANDA

Dear Sir/madam

RE: STUDY ON ORGANIZATIONAL FACTORS AND STRIKES IN PUBLIC UNVERSITIES IN UGANDA: ACASE STUDY OF KYAMBOGO UNIVERSITY.

As a requirement for the a word of **Master`s Degree In Institutional Management And Leadership (MIML) of Uganda management institute**, I would like to carry out a study from your University on the above captioned topic. The purpose of this study is purely academic and your information and responses shall be used for academic purposes only.

The study is intended to capture and quantity information on Organization factors that may influence strikes in public Universities in Uganda as a result of using University facilities, University Management style and the quality of lectures services in Kyambogo University.

The information you provide will be treated with utmost confidentiality and will assist me to make recommendation on University Education management practices that shall help to Enhance University Management, reduce on the frequency of strikes in Universities, University decision making, performance and better quality service delivery and improved public image. I wish to thank you in advance for your co-operation.

Yours Faithfully

Leonard ojok.

APPENDIX C

DOCUMENTARY REVIEW CHECK LIST

Textbooks

Journals

Magazines

Thesis

Conferences

Papers

Government reports

Dissertation

Internet

Newspaper

Articles

APPENDIX D

TABLE FOR DETERMINING SAMPLE SIZE FROM A GIVEN POPULATION

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	256	300	341
20	19	120	92	300	169	900	269	3500	346
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	354
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	191	1200	291	6000	361
45	40	170	118	400	196	1300	297	7000	364
50	44	180	123	420	201	1400	302	8000	367
55	48	190	127	440	205	1500	306	9000	368
60	52	200	132	460	210	1600	310	10000	370
65	56	210	136	480	214	1700	313	15000	375
70	59	220	140	500	217	1800	317	20000	377
75	63	230	144	550	226	1900	320	30000	379
80	66	240	148	600	234	2000	322	40000	380
85	70	250	152	650	242	2200	327	50000	381
90	73	260	155	700	248	2400	331	75000	382
95	76	270	159	750	254	2600	335	100000	384

Note: "N" is population size

"S" is sample size.

Krejcie, Robert V., Morgan, Daryle W., "Determining Sample Size for Research Activities", Educational and Psychological Measurement, 1970.

APPENDIX E

UGANDA MANAGEMENT INSTITUTE

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256-75-2259722
Telefax: 256-41-4259581 /314
E-mail: admin@umi.ac.ug

Plot 44-52, Jinja Road
P.O. Box 20131
Kampala, Uganda
Website: http://www.umi.ac.ug

KYAMBOGO UNIVERSITY RECEIVED 31 JUL 2015 OFFICE OF THE UNIVERSITY SECRETARY

Your Ref:

Our Ref: G/35

20 July 2015

Mr. Leonard Ojok
13/MIML/3/026

Dear Mr. Ojok

FIELD RESEARCH

Following a successful defense of your proposal before a panel of Masters Defense Committee and the inclusion of suggested comments, I wish to recommend you to proceed for fieldwork.

Please note that the previous chapters 1, 2 and 3 will need to be continuously improved and updated as you progress in your research work.

Wishing you the best in the field.

Yours sincerely,

Stella Kyohairwe (PhD)
AG. HEAD, POLITICAL AND ADMINISTRATIVE SCIENCE

APPENDIX F

UGANDA MANAGEMENT INSTITUTE

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Kampala, Uganda
Website: http://www.umi.ac.ug

KYAMBOGO UNIVERSITY RECEIVED 31 JUL 2015 OFFICE OF THE UNIVERSITY SECRETARY

Your Ref:

Our Ref: G/35

20 July 2015

TO WHOM IT MAY CONCERN

MASTERS IN INSTITUTIONAL MANAGEMENT AND LEADERSHIP DEGREE RESEARCH

Mr. Leonard Ojok is a student of the Masters in Institutional Management and Leadership Studies of Uganda Management Institute 3rd Intake 2013/2014, **Reg. Number 13/MIML/3/026**

The purpose of this letter is to formally request you to allow this participant to access any information in your custody/organization, which is relevant to his research.

His research Topic is: **"Organizational Factors Influencing Strikes in Higher Institutions of Learning in Uganda, a case study of Kyambogo University".**

Yours Sincerely,

Stella Kyohairwe (PhD)
AG. HEAD, POLITICAL AND ADMINISTRATIVE SCIENCE

APPENDIX G

KYAMBOGO UNIVERSITY
P. O. BOX 1 KYAMBOGO
Tel: 041 -286237, 285001/2 Fax: 041 -220464, 222643
Email: uskyu@kyambogo.ac.ug/www.kyambogo.ac.ug
Office of the University Secretary

4 September 2015

Mr. Leonard Ojok
Research and Participant
Uganda Management Institute

Dear Mr. Ojok,,

STUDY ON ORGANIZATIONAL FACTORS AND STRIKES IN PUBLIC UNIVERSITIES IN UGANDA: A CASE STUDY OF KYAMBOGO UNIVERSITY

Reference is made to your letter dated 31st August 2015 on the above captioned matter.

This is to inform you that permission has been granted to you to take a case study from this University. Please note that the information given should only be used for academic purpose.

OFFICE OF THE UNIVERSITY SECRETARY
★ 04 SEP 2015 ★
KYAMBOGO UNIVERSITY
P. O. BOX 1, KYAMBOGO - UGANDA

Patrick W. Madaya
AG UNIVERSITY SECRETARY

Coped to: *Academic Registrar*